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ABSTRACT

The major objective of the Organization of Eastern Caribbean States (OECS) Education Reform Strategy is to strengthen the capacity of member states to work collaboratively in order to improve equal access to quality and relevant basic education in an equitable and efficient manner. This document describes OECS policy recommendations made in May 1994. Section 1 describes the economic context of the region, and section 2 provides an overview of the reform strategy. Proposals for financing and supporting the regional components of the reform strategy are discussed in section 3. The fourth section describes how the reform will be coordinated and managed, and the fifth section outlines the action plan for implementation. Specific project outlines are highlighted in section 6. The seventh section discusses issues and problems at the following levels: basic education; early childhood education; and primary, secondary, adult, and higher education. Important challenges are described in section 9, and section 10 overviews the structure and evolution of the OECS. Five tables are included. Appendices contain regional statistics, OECS education indicators, school maps by territory, and data on live births by territory. (Contains 68 references.) (LMI)

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OECS

# IMPLEMENTATION REPORT

# ORGANISATION OF EASTERN CARIBBEAN STATES (OECS) EDUCATION REFORM STRATEGY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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OECS Secretariat
Castries, St. Lucia
May 1994

EA 027 307

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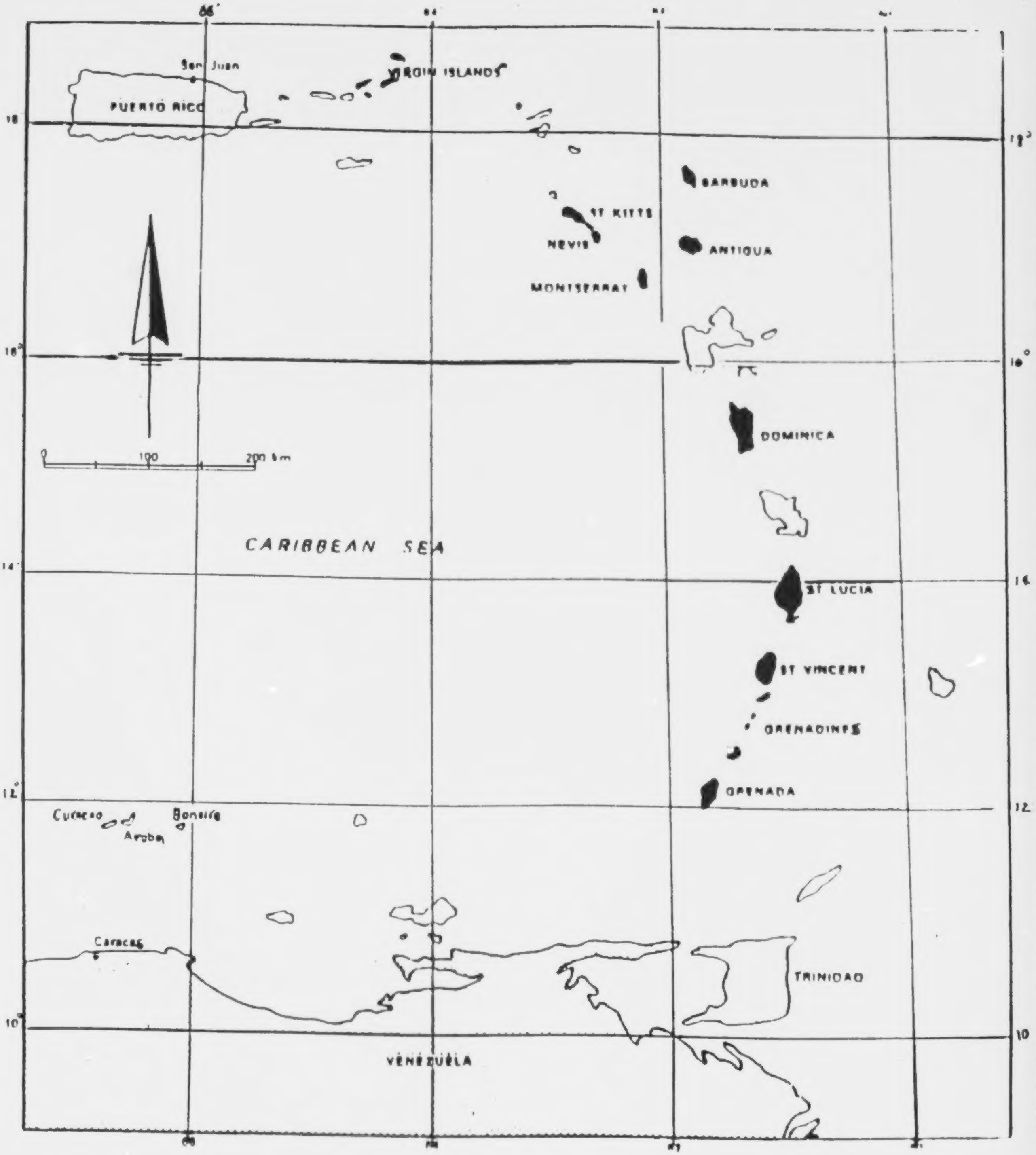
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# MAIN ABBREVIATIONS AND ACRONYMS

| | |
|---|---|
| CAETA | Commonwealth Association for Education and Training of Adults |
| ARCAE | Caribbean Regional Council for Adult Education |
| CARICOM | Caribbean Community |
| CARNEID | Caribbean Network for Education Innovation for Development |
| CDAP | Canadian Development Assistance Program |
| CDB | Caribbean Development Bank |
| CEA | Canadian Executing Agency |
| CIDA | Canadian International Development Agency |
| CXC | Caribbean Examination Council |
| ECERP | Eastern Caribbean Education Reform Project |
| EEC | European Economic Community |
| EMIS | Educational Management Information System |
| HRD | Human Resource Development |
| GTZ | Agency for Technical Corporation of the Government of Germany |
| NRC | National Reform Council |
| OEC | OECS Education Committee |
| OECS | Organization of Eastern Caribbean States |
| OERC | OECS Education Reform Council |
| OERS | OECS Education Reform Strategy |
| OERU | OECS Education Reform Unit |
| OISE | Ontario Institute for Studies in Education |
| PSC | Project Steering Committee |
| SES | Socio-economic Status |
| TVET | Technical and Vocational Education and Training |
| UWI | University of the West Indies |
| UWIDITE | University of the West Indies Distance Teaching Experiment |

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St Lucia
St Vincent and The Grenadines
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# DRAFT MISSION STATEMENT (OERS)

The major task of our education system is to ensure equitable access to quality and relevant education to all the children and people of the OECS regardless of sex, race, colour, creed, or socio-economic status; so that every citizen will have a reasonable chance to develop his or her potential to the fullest; and further, to ensure that the formal education system is appropriately integrated into a comprehensive Human Resource Development system consonant with the needs of member states, in keeping with the available resources, and towards the achievement of the inter-related goals listed below.

We see education as a life-long process which can be viewed in four inter-related ways.

1. As a basic human need.

   People need education to acquire a broad base of knowledge, attitudes, values and skills, to develop their capacity for adequate communication, critical thinking, and the potential for continuous learning so that they can respond to new opportunities, adjust to social and cultural changes, deal appropriately with family life, and participate meaningfully in the overall drama of human development in the context of an ever-changing world.

2. As an activity that initiates, sustains, facilitates and accelerates development.

   Education should be concerned on an on-going basis with the training of skilled workers at all levels to manage capital, technology, services, and administration in every sector of the economy in the context of a dynamic and fiercely competitive global economic environment. Basic education must prepare students for this task, not by training them for a particular job but by giving them the basic skills that are common to all work in the society.

3. As a major force in the transmission of a common culture and common standards of citizenship.

   the education system should be designed so as to develop disciplined, proud, aware, cultured and considerate Caribbean people, respectful of themselves, their environment and of all people. It should also inculcate in all citizens suitable habits of health care, physical development, environmental interaction, mental application and time management.

4. As an activity that is concerned with the generation of new knowledge in all fields.

   The system must facilitate the generation and application of new knowledge for the benefit of society and should focus on research as an essential ingredient of the educational and developmental process.

# EXECUTIVE SUMMARY

## 1.0 INTRODUCTION

The major objective of the OECS Education Reform Strategy is to strengthen and institutionalize the capacity of member states to work collaboratively to improve access to quality and relevant basic education in an equitable and efficient manner to the children of the sub-region regardless of sex, race, colour, creed or socio-economic status and in keeping with the available resources and the broad definition of quality education outlined in the OECS Education Report.

The pooling of educational resources and the harmonization of the education systems of member states, central to the reform effort, should enable these countries to reduce the limitations of small size; strengthen their sub-regional capacity to negotiate with Agencies and Partners; and satisfy the criteria of scale of Agencies that consider individual member states too minuscule to deal with on an individual basis. In addition, the harmonization of these education systems and the pooling of education resources is a means of ensuring that the reform effort will be sustainable and that the principles of consultation and participation in decision-making will underpin the process.

Quality basic education is defined in the OECS Education Report in terms of standards expected of students at the end of Secondary schooling. The expectations are that all students should:

a) Possess literacy and numeracy skills that allow them to:

    (i) read with comprehension newspapers or magazines; health, disaster preparedness or agricultural bulletins;
    (ii) write legible letters in Standard English to a friend, prospective employer or Governmental bureau.
    (iii) express views in an articulate and logical manner.
    (iv) handle important basic computations in everyday financial transactions.

b) Know how to find information through the use of libraries, directories and encyclopedias, maps and charts, and modern electronic devices.

c) Demonstrate positive habits and good interpersonal skills in the interaction with family, community, visitors and in group relationships generally.

d) Demonstrate reasonable understanding and appreciation of scientific and technological processes as these pertain to nature, the environment and everyday life.

e) Demonstrate a working knowledge of and functional capacity in at least one foreign language.

(f) Have an appreciation for a wide range of music, art, dance, dramatic expressions, and have some practical competence in expressing oneself in at least one of these areas.

g) Possess functional knowledge and skills to facilitate entry into the world of work or to continue formal education.

h) Possess functional knowledge and skills needed for civic participation:-

  (i) as citizens of a democratic state;
  (ii) as participants in civic organisations;
  (iii) as members of the Caribbean community;

i) Hold to a value system that espouses a noble vision of Caribbean society and of Caribbean people and high principles pertaining to personal integrity, honesty, truthfulness and goodness.

In seeking to accomplish these goals the report noted that school systems throughout member states should be organised to:

1. recognize the individuality of each child;
2. treat all students with respect;
3. deal firmly and decisively but fairly and humanely with students who exhibit unacceptable behaviour;
4. transmit to all students high expectations with respect to achievement and conduct;
5. ensure that instruction is adequately paced, sequential, sufficiently challenging and appropriate to each age and ability level;
6. provide constant feedback to students on their performance;
7. design strategies for enrichment and remediation as these are required;
8. provide a safe, orderly and conducive environment for learning;
9. model the behaviours expected of their students.

It is recognized, however, that basic education in the formal system is part of the larger system of human resource development so critical to modern economic development and international competitive ability. It is recognized, therefore, that Technical and Vocational Education and Training (TVET), Adult Education, Continuing Education, Tertiary Education and Basic Education efforts must be intricately interwoven into a relevant, logical, affordable system geared to improving the quality, flexibility, and creativity, of the human resource base in the pursuit of a better quality of life for all.

It is clear that the countries that have powered their way to developed-country - status in recent times have several things in common. They all have relatively high literacy levels for the majority of their people, good basic education generally, and clear national public policy to integrated work-force preparation. This policy in all cases brings together public and private institutions to deliver, coordinate, and certify training.

Improving the quality of education and training in the OECS in keeping with these objectives will not happen by itself. It requires planned and sustained effort on several fronts. The OECS Education Reform Report listed a total of 65 strategies towards this aim. The Charles report and the report emanating from the meeting of Senior Education Managers in the OECS, subsequently endorsed by the Ministers of Education, reduced this to nine critical programme areas that focused on:

(a) management of the reform at the regional level;
(b) strengthening the capacity of Ministries to manage the reform at the local level;
(c) improvement of teacher training/development capacity;
(d) curriculum reform;
(e) improvement in the quality of the educational plant;
(f) promotion of key development issues at the tertiary level including (TVET);
(g) harmonization of the legal framework;
(h) promotion of Adult and Continuing Education;
(i) improving and expanding special education initiatives.

Based on these recommendations and significant country consultations during the period January to June 1993, and a wide review of the available literature on education reform, the implementation plan that is proposed, is organized around twelve interrelated projects or major areas of focus. The project areas are as follows:

## 1.1 List of Project Areas

| | |
|---|---|
| **Project No. 1** | Upgrading primary school plant |
| **Project No. 2** | Expansion/upgrading of secondary school plant |
| | Staff development |
| **Project No. 3A** | Teachers |
| **Project No. 3B** | Principals |
| **Project No. 3C** | Ministry officials |
| **Project No. 4** | Curriculum Development |
| | (a) Development/monitoring activities |
| | (b) Development of an OECS Curriculum Centre |
| **Project No. 5** | Development of Teacher Resource Centres in all member states |
| **Project No. 6A** | Management Coordination of TVET, Adult and Continuing Education |
| **Project No. 6B** | Development of Multi purpose training Centres |
| **Project No. 6C** | Management and Coordination of Adult and Continuing Education |
| **Project No. 7** | Development of Tertiary level programmes, structures and facilities |
| **Project No. 8** | Systematic student assessment |
| **Project No. 9** | Establishment of Education Reform Unit (Management of the Reform) |
| **Project No. 10** | Distance Education initiatives |
| **Project No. 11** | Harmonization of Legislation |
| **Project No. 12** | Development of an EMIS for the OECS |

These proposed projects and their relationship with the critical programme areas listed above are outlined in Table A below.

(Table A) PROGRAMME MATRIX

Linking Implementation Project Proposals with earlier recommendations

| | Recommendations from Charles Report/Report of Senior Managers | Proposed Projects<br>Specific Relationship | Proposed Projects<br>General Relationship |
|---|---|---|---|
| **BASIC EDUCATION** | Strengthen MOEs | No. 3 C | |
| | Improve Teacher Training | No. 3 A, No. 5 | No. 12 |
| | Implement Curriculum Reform | No. 4 No. 8 | |
| | Improve/expand Education Plant and Facilities | No. 1, No. 2 | No. 8 |
| | Harmonize Legal Framework | No. 11 | No. 10 |
| | Special Education | No. 4 | |
| **TVET AD/CONTINUING EDUCATION** | Develop programmes to undertake [illegible] | No. 6A; 6B; 6C | No. 3A; 3B; [illegible] |
| | Promote Adult/Continuing Education | No. 6A, No. 4 | No. 10 |
| | | | No. 12 |
| | | | No. 11 |
| **TERTIARY EDUCATION** | Promote key initiatives at tertiary level | No. 7 | No. 10 |
| | | | No. 3 A |
| | | | No. 3 B |
| | | | No. 3 C |
| | | | No. 12 |
| **MANAGEMENT OF THE REFORM** | Installation of capacity for management of reform | No. 9 | No. 12 |
| | Strengthen capacity of MOE to implement coordinate reform | No. 3 C | |

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## 2.0 BRIEF DESCRIPTION OF PROJECTS

Initiatives such as the Curriculum Development and Production Project, Student Assessment, Harmonization of Legislation and the Development of the EMIS Projects, in addition to certain components of the Staff Training and Development Project are essentially sub-regional and for best effect, the full participation of all member states at all stages would be necessary. Most of the other projects such as the upgrading of Primary and Secondary School Plant, the Development of Teacher Resource Centres, the Development of Multi-purpose Centres can be implemented at the discretion of individual territories depending, of course, on the availability of resources.

The proposed implementation plan is based, however, on the assumption that the education system is made up of several sub systems and that these sub systems are organically linked. Hence, failure to ensure the adequate functioning of any of these components is likely to have substantial impact on other parts of the system with implication for the overall costs, effectiveness and efficiency of the entire process. The set of projects must therefore be viewed not as independent components but as areas of focus that are intricately interrelated and mutually dependent. The following section provides a brief description of each project area.

### 2.1 Primary School Plant/Teacher Resource Centres (Projects No. 1, No. 5)

It is argued that no matter how trained or committed teachers may be, a certain basic level of plant and resources are required for meaningful teaching and learning. It is evident from the data obtained from the recent OERS Survey (1993) that there are significant deficiencies in the school plant and that the quality of teaching/learning can be seriously compromised. Attention must therefore be focused on improving the school plant especially at the primary level. Minimum support in keeping with the draft input standards will have to be maintained if adequate returns are to be expected from the overall investment in the education sector. Recognizing that it will be virtually impossible to provide all the needed equipment to every school, it is proposed in Project No. 5 that Teacher Resource Centres be established with appropriate facilities to serve clusters of schools.

**National Input**

Member states will have to provide resources for enhancing school plant and the construction of resource centres. This might be done through external loans (eg. through World Bank, CDB) or from local borrowing via government bonds for example, and grant funds where possible. The Unit will assist member states in preparatory work such as school mapping and school location, school plant design, and project preparation.

**OERU Input**

The Unit will also assist member states in seeking financing for plant, equipment and materials for schools and centres.

## 2.2 Expanding and improving Secondary Schools (Project No. 2)

The inadequate output of qualified young people coming out of the secondary school system is regarded as one of the most serious impediments to development in member states. There are currently 97 secondary schools in the OECS member states with a total enrolment of about 39,900 students. About 24% of students sitting CXC examinations get four or more subjects. This represents less than 8% of the entire secondary school age cohort estimated at over (80,000) in the OECS. The expansion and upgrading of secondary school plant (in addition to improving the quality of secondary education) are urgent matters.

The proposals call for increasing the current enrolment from 39,900 to at least 60,000 representing 75% of the cohort and improving the quality of education beginning at the lower secondary level.

### National Input

Member states will be responsible for providing resources for increasing access to secondary schools. As in the case of the primary level this might be done by borrowing externally or locally and where possible by grant financing.

### OERU Input

The Unit will assist member states in seeking financing and in preparatory work such as school mapping, school rationalization, school plant design, and the improvement of quality through the curriculum development and teacher education projects.

## 2.3 Teacher-Education and Training (Project No. 3A)

Fundamental to the reform effort is the recognition that teachers represent an underdeveloped resource in relatively large supply in member states and that given the tight budget situation in all OECS countries, improving the quality of teaching (along with school management and macro management) is the key to improving education. There is the general feeling across member states that the current Teacher Education and Training programme needs to be urgently reviewed. It is proposed that Teacher Education be reviewed within the academic year 1993/94 and that appropriate programmes and monitoring mechanisms be in place by 1994-95.

### National Input

It is expected that member states will participate fully in the on-going discussions to reform teacher education and training. Member states will also be expected to deal with other factors affecting teacher effectiveness such as rewards, incentives, mobility and professional development.

**OERU Input**

The OERS Reform Unit will coordinate the Teacher Education review activities and in association with member states assist in the implementation of recommended strategies. The Unit will also assist in securing external resources for these initiatives.

### 2.4 School Management (Project No. 3B)

The reform strategy is expected to hinge on school principals as critical first line managers. The delivery of relevant, good quality curriculum; the expected changes in pedagogical approaches such as the emphasis on student engagement higher order thinking skills will require changes in how schools are managed. Principals in the sub-region generally come from the ranks of teachers, with no training in the management of organizations. At the primary level a mere 30 out of roughly 400 principals have University training. Proposals include school management training, to certificate level; on-going systematic professional development; appropriate support, rewards and incentives; and systematic school performance reviews.

**National Input**

Member states will be expected to participate in these activities and to commit the necessary resources to the proposed initiatives.

**OERU Input**

The OERU will assist member states in data gathering and planning overall training strategies.

### 2.5 System Management (Project No. 3C)

Strengthening the managerial and institutional capacity of the education system is critical to the overall reform effort. The management of education in modern times requires special professional expertise. Few of our educational managers and administrators are trained to deal with the current and emerging complexities of the system.
Moreover, the existing norms and structures tend to be at variance with the expectations of the changing workforce.

Through the efforts of Agencies such as CANEID, CIDA, OAS, USAID and others, efforts have been made to bring education managers together to share and reflect on their experiences. The reform effort requires a sustained systematic comprehensive approach to the training and development of these managers. It is proposed that attention be focused on four problem areas: (a) underdeveloped or inappropriate managerial capacity; (b) poor information systems; (c) ineffective organizational structures; (d) inappropriate reward/incentive systems.

The project will consequently have five main interrelated thrusts: (a) training in education management/administration and leadership; (b) systematic on-going professional development; (c) development of appropriate information systems; (d) improving organizational structures; and (e) providing appropriate rewards and incentives.

**National Input**

Member states, with the assistance of the OERU, will therefore need to invest resources in strengthening the institutional capacity of their education systems in keeping with modern management practices and appropriate to the context of their economic, political, social and cultural environment. The proposed strategies will most likely cause some short term disruption for member states as top level persons are pulled away for training, or to assist other territories, but the medium and long term payoff will be high.

**OERU Input**

The OERU will assist in the coordination of these initiatives and in securing resources for these initiatives.

### 2.6 Curriculum Dev/monitoring (Project No. 4)

Central to the issue of education reform is curriculum relevance and quality and the need for continuous curriculum monitoring. Curriculum efforts within the reform are therefore concerned with: developing harmonized curriculum for all OECS children that will focus on the goals listed in OECS (1991. p. 72); providing appropriate training for teachers to deliver the approved curriculum; making relevant, instructional material such as workbooks, reference material, supplementary texts/materials (including audio and video material) available to all students. This component of the programme focuses on devising appropriate mechanisms, national and sub-regional, to develop, review, and monitor curriculum in core subject areas at the primary and lower secondary levels. It also proposes the development of an OECS curriculum centre in one member state to produce appropriate and affordable materials and to provide support for curriculum efforts generally.

**National Input**

All member states will be expected to participate fully in the developmental activities and in the implementation of curriculum initiatives arising out of the project. Member states will also be expected to support the establishment and development of the Curriculum Centre.

**OERU Input**

The OECS Reform Unit, through the Curriculum specialist, will assist member states in coordinating these initiatives and in seeking assistance where needed.

## 2.7 TVET, Adult and Continuing Education (Project No. 6)

TVET, adult and continuing and tertiary education are not always entirely within the domain of Ministries of Education in all member states. It was argued earlier that these systems together with basic education constantly reinforce each other in both negative and positive ways.

It is known that the output from TVET institutions in the OECS is grossly inadequate to meet developmental needs. The situation, however, is that public responsibility for education for many end at age 15. Further development for these persons is largely on the basis of individual initiatives. It is argued further that persons in this age group are not known for their long term planning ability. The result is a period of drift from which few recover.

The project has three components. Component A is concerned with the establishment of mechanisms and structures to manage and coordinate TVET, Adult and Continuing Education at the national and sub-regional levels. In Component B it is proposed that a system of multi-purpose centres be set up across member states to provide training in TVET and that the system be properly articulated with school and tertiary institutions. Alternatively, the comprehensive secondary school approach might be used, but in an era of high cost technology and rapid obsolescence of equipment this option will be extremely expensive and limited in respect of access and effectiveness. More detailed analysis of the multi-purpose centre approach is recommended. Component C provides further elaboration on the management and coordination of adult and continuing education initiatives.

### National Input

Member states will be expected to establish and maintain viable and effective national coordinating bodies and to provide for the establishment of the proposed multi-purpose centres. This will include investment in plant, staffing and equipment.

### OERU Input

The OERU will assist mainly in administrative support for the sub-regional body and in seeking external assistance for the project.

## 2.8 Tertiary Education (Project No. 7)

Tertiary education is the most underdeveloped area of education in the OECS. Whereas significant efforts have been made by member states to improve the situation by developing local institutions the situation will remain critical for the next five or more years without serious intervention strategies. Moreover, even within current efforts there must be concern about the low numbers of persons enrolled in Science programmes, the increasing numbers enrolled in the

Social Sciences; the large number of persons enrolled in 'A' level programmes.[1] The tertiary institutions of the OECS currently enroll only 584 teachers in training in a 2-year programme. The total number of untrained teachers is 3,266. At that rate, not accounting for attrition, it would take over 11 years to achieve a fully trained teaching force. There is also concern about the lack of a well articulated role of these institutions and innovative, affordable strategies in TVET. Given the importance of the tertiary sector in the OECS and the need for rapid acquisition of high level skills in high technologies, in Business, in Agriculture and Agro-Businesses, in Communications and in the service sector, the development of tertiary institutions must be carefully planned both at the national and sub-regional levels. It is proposed that appropriate structures be put in place to manage and coordinate the growth and development of these institutions.

### National Input

Member states will be expected to participate in developmental activities and to make provision for the development of tertiary level plant.

### OERU Input

At the sub-regional level the OECS Education Reform Unit will coordinate these activities and assist member states in seeking and securing resources to implement approved initiatives.

## 2.9 Student Assessment (Project No. 8)

The project aims to develop and implement systematic student assessment in core subject areas (English and Mathematics at year 3 and year 5 levels, initially). English and Mathematics are regarded as critical subject areas but performance in these subjects by OECS students has been unacceptably low. Student assessment, used effectively constitutes an indispensable tool of school effectiveness. The lack of systematic student assessment in the OECS constitutes a serious impediment to correcting these problems, and to education development generally.

The major goal is to ensure that curriculum objectives are clearly delineated and to ascertain to what extent students have achieved these objectives within and across schools, districts, countries, and in the sub-region as a whole.

Student assessment results can also be used to plan instruction for individual students and/or groups; to evaluate instructional programmes; to study the effectiveness of curricula, to generate research, and to assess progress under the reform.

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[1] According to OERS Survey (1993) 1,525 out of a total enrolment of 5,676. Moreover, over the last three years 35% of students sitting failed all subjects and a mere 38% obtained two or more subjects.

**National Input**

All member states will be expected to participate fully in the developmental activities and in the implementation of this project.

**OERU Input**

The OECS Reform Unit through its Measurement/Testing Specialist will, in association with member states, structure and coordinate this initiative. It is likely that the actual student assessment procedures will be implemented on a pilot basis initially.

### 2.10 The Education Reform Unit (Managing the Reform) Project No. 9)

The education reform Strategy, approved by the OECS Ministries of Education, recommended the establishment of an OECS Education Reform Unit within the OECS Secretariat. The unit is to be the principal mechanism responsible for the implementation of strategy and policy as formulated and approved by the OECS Education Reform Council (comprising the OECS Ministers of Education) and ratified by the OECS central authority. In addition, the Unit will provide professional advice to the various Ministries of Education; co-ordinate efforts of Agencies and Regional Partners and systematically disseminate information about related education and human resource development matters to OECS member states.

It is expected that the Unit will consist of a Director, three or four professional staff and the necessary administrative and clerical staff. CIDA, through ECERP:[2] is expected to meet most of these personnel costs during the first four years of the project. These costs will be phased over to the OECS during the remaining three years of the life of ECERP. (See Table D).

**National Input**

Member states will be expected to: participate fully in the networking and other activities of the Unit; establish functional national Reform Councils; and to provide support where necessary to the activities of the Unit. At the end of ECERP member states will decide on whether the Unit should be scaled down, continued in its present form or simply be closed down.

### 2.11 Distance Education (Project No. 10)

Distance education is a critically important component in a systematic HRD effort. It can be an economical way of reaching large numbers of adults and children. The project will therefore have to be integrated into TVET, Tertiary, Adult and Continuing and Basic education efforts.

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[2] The Eastern Caribbean Education Reform Project (ECERP) is CIDA's input into the OERS. The project is expected to run for seven years and will be implemented in partnership with the OECS and along with parallel contributions from other agencies, partners, and member states. ECERP is designed mainly to support the long-term viability of the OERS.

Further assistance will be required to provide detailed formulations and analysis and costing of the project.

**National Input**

Member states will be expected to participate in the initial exploratory activities.

**OERU Input**

The OECS Reform Unit will initiate discussions with appropriate distance Education experts and generally coordinate initial distance education initiatives.

### 2.12 Harmonization of Legislation (Project No. 11)

The purpose of the project is to create a common legal framework for education in the OECS member states. On the basis of a study conducted by Dr. K. Anthony of the Faculty of Law, UWI, Cave Hill, the OECS Education Reform Working group noted the deficiencies in current legislation and the need to make use of the common judicial and educational systems in correcting these deficiencies.

It is expected that the harmonized legislation will, among other things: incorporate new items; recognize relevant bodies such as School Boards and PTAs; allow for greater participation of parents and community; empower principals and teachers to manage their institutions, and define in more specific terms the duties, responsibilities of teachers, principals and other officials in the system and in keeping with reform strategies.

Dr. Kenny Anthony has been contracted to head this project and arrangements for implementation are currently under discussion. The project will be implemented in accordance with the proposals outlined in project document RC/Project 253/17700 prepared by Dr. Anthony. The project, like other OERS initiatives will involve wide participation of relevant actors and stakeholders in member states. The major components of the exercise are expected to be:

1. Visits to all member states by consultants for discussions;
2. Three day workshop in St. Lucia to crystalise instructions;
3. Drafting of Education Bill and submission for comments and adjustments;
4. Drafting of Education Regulations;
5. Submission of completed draft Bill to OECS Legal Affairs Committee and Ministers of Education for approval.

**National Input**

Member states will be required to participate fully in the consultations, and at the workshop, and review the draft legislation.

**OERU Input**

Co-ordination of the project.

The project is being financed by CIDA under the CIDA/OECS Contribution Agreement.

### 2.13 Education Management Information System (EMIS) (Project No. 12)

OECS Education personnel face the challenge of expanding access, improving quality and ensuring equity in an environment of increasingly constrained resources. They also face the problem of selecting policy options based on research findings (sometimes conflicting) related to entirely different education settings, or on blind faith.

Good management in education depends upon the systematic collection and utilization of timely, relevant information to school improvement. OECS member states must be able to assess for themselves the effectiveness of various types of learning material, the impact of various modes of teacher training, the impact of alternative instructional practices and the cost effectiveness of various interventions.

It is proposed, therefore, that the various member states collaborate in the formation of a comprehensive, sub-regional, computerized database and management information system to provide easily accessible, timely, relevant, reliable data and information to assist policy-making in education. It is expected that with the assistance of GTZ and EU that the system will be linked to labour market information databases.

**National Input**

Member states will be expected to participate in the design of harmonized data collection instruments; in the collection and transmission of these data to central processing stations; and to monitor constantly the efficiency and effectiveness of the process.

**OERU Input**

This project is intricately linked to other components of the OERS such as student assessment and a planned research agenda for the OERU. The OECS Reform Unit will through its information Research Specialist coordinate this project and provide assistance to member states to get if off the ground. Initial efforts supported by GTZ, EU and OECS are already in place.

## 3.0 START-UP ACTIVITIES

This component of the programme is concerned with preparatory initiatives and activities at the national and OECS levels that must be implemented during the period January 1994 to at least December 1994. (See implementation plan in Table B)

It is expected that the education reform programme will come into full swing during the middle of 1995 following upon the approval of ECERP, the formulation of an ECERP inception report as required by the CIDA management plan, and the development of an overall OERS work plan to cover the period 1995-2002. It is expected that the OERS work plan will be approved by the OERC at the regular meeting of Education Ministers, 1995. During the period January 1994 to December 1994, referred to as the start-up period, it is expected that:

(a) there will be meetings of the OERC and OEC;

(b) NRCs will be constituted and functioning ;

(c) more specific details will be provided on the various projects, and that Agencies and Partners will declare their specific involvement;

(d) structures to house the OERU will be erected;

(e) staff will be appointed to the Unit;

(f) appropriate public relations activities will be conducted;

(g) the harmonization of legislation project will be implemented.

One of the key components, however, is Activity No. 1203 which is concerned with providing assistance to national Ministries of Education in preparation for their full involvement in the reform strategy. Work has begun and will continue on:

(a) the preparation of draft standards for education. These standards will include input, context, process, output, and outcome standards;

(b) harmonization of grade level designations across the OECS;

(c) developing strategies for school performance reviews and teacher appraisal;

(d) standardization of data collection instruments and general strengthening of information systems;

(e) assisting ministries in the development of planned systems.

The OERS is currently financed under a CIDA Contribution Agreement grant of CDN$380. The estimated costs of the start-up activities are indicated in the implementation plan.[3] It is estimated that a further EC$180,000 will be required to implement these initiatives.

## 4.0 EXPECTED OERS PRIORITY OUTCOMES

The following is a list of expected priority outcomes by the end of the third, fifth and seventh year of the programme. The outcomes will be more specifically defined and qualified during the development of the final work plan.

### 4.1 Outcomes by end of year three

1. Effective OECS Education Reform Council functioning.
2. Effective OECS Education Committee functioning.
3. Effective OECS Education Reform Unit functioning.
4. Effective OECS National Reform Councils functioning.
5. A basic efficient Education Management, Information System (EMIS) in place and functioning. (to include appropriate labour market information).
6. At least 10 research studies carried out, published and disseminated.
7. Appropriate mechanisms in place for harmonizing efforts of:
    (a) School Systems (including CXC activities).
    (b) Tertiary Institutions.
    (c) TVET Systems (including training institutions, public/private sectors).
    (d) Teacher education/Professional development systems.
8. Appropriate coordinating mechanisms between OERS and Regional Partners and Agencies.
9. Assistance provided, where necessary, for restructuring National Ministries of Education.

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[3] **The estimated amount of EC$450,000 for the construction of the OERU structure is not included in the grant.**

10. Harmonized OECS Core Curriculum in place and being delivered at:

    (a) Primary Level
    (b) Lower Secondary Level

11. Revised, accepted Teacher Training Programme in effect at:

    (a) Primary Level
    (b) Secondary Level

12. Student assessment in operation in at least two critical grade levels (grade 3 and grade 5) in English and Mathematics across OECS member states.

13. Improved school plant (including space, equipment and material especially at primary level).

14. Improved Human Resource Development Systems in place across territories.

    To include:

    (a) TVET programmes appropriately articulated (to include retraining and school-to-work programmes)
    (b) Centres of Specialization functioning in at least four Territories
    (c more accessible and relevant adult and continuing education programmes

15. Associate degrees being delivered in, at least, areas of English, Mathematics and Science in all member states at times convenient to major clients such as teachers and public servants.

16. At least three successful Distance Education Programmes being delivered in at least Teacher Development, School Management, and Macro Management.

17. School performance reviews carried out in all member states.

### 4.2 Outcomes by end of year five

1. Well established, functioning, efficient, coordinating education mechanisms at OECS level.

2. Improved student performance at primary level in areas of Mathematics, English Language, Science.

3. At least 65-70% of secondary school-age cohort actually enrolled at secondary schools in all member states.

4. Improved performance at CXC level in all offerings. In particular. English. Mathematics and Science (at least 60-75% of enrolled students obtaining four or more subjects).

5. Increased involvement (and improved performance) of students in Music. Art. Drama. Dance and Sports.

6. Improved opportunities for Continuing and Adult education.

7. Larger number of nationals fluent in Spanish and/or French.

8. Significant number of nationals (especially teachers) with at least Associate Degrees and/or paraprofessional training.

9. Significant number of nationals trained at Technical or higher vocational level.

10. Increased and improved used of Technology (radio. television. video tapes. audio tapes. print media) and other non-traditional modes in human resource development.

### 4.3 Outcomes by end of year seven

1. Greater number of qualified. quality conscious workers in a variety of critical areas including Fine Arts.

2. Greater number of locals operating at technical and middle and higher levels of the local and sub-regional economies.

3. Entrenched capacity of OECS systems to: collaboratively manage their education systems; co-ordinate efforts of agencies and partners; and generate new knowledge in education and other fields.

4. More effective use of resources allocated to the Education sector.

5. Development of substantial networking capacity among technical personnel of Ministries of Education in member states.

6. Training arrangements for senior officials structured so that there exist a full complement of persons qualified in critical areas of education (e.g. Curriculum Development, Measurement and Testing, Information Research) across the OECS, at the service of member states and with appropriate mechanisms for succession and sustainability.

7. Children spend more time actively engaged in meaningful learning in all schools in the OECS. (Improved time and on task)

8. Improved student performance and attitudes in keeping with goals as defined in the OECS Education Report, "Foundation for the Future". (p. 72)

9. A more social, political environment that is less prone to the scourges of violence, illicit drugs, and teenage pregnancies.

10. The development of a proud, aware, cultured and considerate Caribbean people.

11. Development of a people capable of dealing more adequately with family life and the environment.

12. Development of strategies to reduce gender problems, in particular the emerging problem of the so-called marginalisation of males in Caribbean society.

13. Greater opportunities for TVET, Adult, continuing and Tertiary Education using a variety of media and structures.

### MEANS OF VERIFICATION

- OECS reports and bulletins.
- Reaction from business sector.
- Labour market and work-permits data.
- Reports, documents of regional and international organisations.
- Ministry of Education reports and surveys.
- ECERP programme evaluation reports.
- Specific surveys by regional and international agencies.

## 5.0 PROGRAMME MANAGEMENT AND IMPLEMENTATION

At the heart of the reform is the development of the institutional capacity to formulate, analyse, and implement policy, to manage, monitor, coordinate and support the reform process nationally and sub-regionally. These will be done through the functioning of four inter-related structures:

(1) The OECS Education Reform Council (OERC) consisting of the OECS Ministers of Education, which will be the policy-making body of the OECS Education Reform Strategy.

(2) The OECS Education Reform Unit (OERU) which will be responsible for implementation of OERS policy as formulated by the Council.

(3) The OECS Education Committee comprising representatives from all member states will be responsible for assisting the OERU in planning and implementing its work programme.

(4) National Education Reform Committees or Councils will be charged with the responsibility of facilitating education reform initiatives in member states.

CIDA, through ECERP is expected to provide support for the functioning of these interrelated structures. In addition, it is expected that the Canadian Executing Agency (CEA), responsible to CIDA for the management of ECERP, will provide a full-time senior education specialist to the OERU.

In formulating the ECERP management plan it was agreed that the CEA specialist would be skilled in organizational development and planning and would have project implementation experience. It is expected that other agencies and partners will soon become more specifically involved in this process.

## 6.0 SPECIAL CONSIDERATIONS

### 6.1 Financial sustainability

Education and Human Resource Development generally have been given very high priority in the development plans of all OECS member states. This commitment was reaffirmed during the recent OECS/ECERP consultations with Ministers, Heads of Governments, and Senior Finance and Planning Officials. The OERU will, as a matter of urgency assist member states in exploring alternative financing arrangements in addition to more efficient utilization of regular resources allocated to the sector.

The Unit, through the planned focus on student assessment, the development of an OECS Education Management Information System, and system-improvement oriented research, will be in a good position to tackle such issues as: What are the costs of education? What are the major determinants of costs? What are the real costs of education, public and private? and In what ways can cost analysis improve policy-making in education in the OECS?

The sustainability of the OERU itself, will depend on its effective performance and efficient delivery of services. It is expected that at the end of ECERP, OECS Governments will provide the necessary financial support if the Unit is shown to be effective. The performance of the Unit will therefore be closely monitored and provisions are made within ECERP for a thorough mid-term evaluation.

## 6.2 Gender Equity

The English speaking Caribbean, and the OECS in particular, have their own unique concerns with respect to gender issues. The so called marginalisation of males, for example, is a troublesome and growing phenomenon. The critical issue of low participation of women at policy-making levels is also a matter of concern. Special efforts will be made to study these issues and to factor them into educational policy and operations. The process probably begins with the availability of hard data. It is proposed, therefore, that data collected through the OECS Education Management Information System will be disagregated by sex wherever applicable.

## 6.3 Environmental Impact

No environmental problems are expected in the execution of the programme. The programme should, however, have a positive environmental impact to the extent that environmental awareness themes and concerns are integrated into the teacher training programmes and worked into basic education, TVET, Adult and Continuing education and tertiary level programmes.

## 6.4 Evaluation

The Logical Framework Analysis (Table C) the Work Breakdown Structure (Fig 5.1), the list of priority outcomes, and the work plan to be designed in association with ECERP provide the basis on which the effectiveness and efficiency of the project will be evaluated. In addition the evaluation will involve the examination and assessment of the following aspects of the programme.

(1) The impact of the OERS on education in the OECS.

(2) The impact of the OERU on the education reform process.

(3) The extent to which the OERU was able to implement policy set by the OERC.

(4) The effectiveness of the co-ordination and cooperation between OERU and member states.

(5) The effectiveness of the coordination and cooperation between OERU and Agencies and Partners.

## TABLE B

## REVISED IMPLEMENTATION PLAN (January 1994 - March 1995)

**LEGEND:** ▬ On Going Activity * One Time Activity ■ ■ ■ Intermittent Activity

| ACTIVITIES | 1994<br>Jan | Feb | Mar | Apr | May | June | July | Aug | Sep | Oct | Nov | Dec | 1995<br>Jan | Feb | Mar | Estimated Cost (EC$) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **1105** Esablish OERU | * | | | | | | | | | | | | | | | |
| **1106** Appoint Director | * | | | | | | | | | | | | | | | |
| **1201** Hold Ministers' Meetings | | | | | | | | | | * | | | | | * | 0 |
| **1202** Hold Meetings of OEC | | | | | * | | | | | * | | | | | * | 32,000 |
| **1203** Assist National Ministries in reform effort | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | | | | 180,000 |
| **1204** Conduct Studies, Reviews, Reports (G1) | | | ■ ■ ■ | ■ ■ ■ | ■ ■ ■ | ■ ■ ■ | ■ ■ ■ | ■ ■ ■ | ■ ■ ■ | ■ ■ ■ | ■ ■ ■ | ■ ■ ■ | | | | 180,000 |
| **1205** Conduct Studies, Reviews, Reports (G2) | | | ■ ■ ■ | ■ ■ ■ | ■ ■ ■ | ■ ■ ■ | ■ ■ ■ | ■ ■ ■ | ■ ■ ■ | ■ ■ ■ | ■ ■ ■ | ■ ■ ■ | | | | 60,000 |
| **1206** Implement Harmonization of Legislation Project | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | | | | | | 180,000 |
| **1207** Provide space for Unit | | | | | | | | | | | | | | | | |
| (a) Prepare layout/ design | | | (Prepared in 1993) | | | | | | | | | | | | | 3,000 |
| (b) Make Financing Arrangements | ▬ | ▬ | ▬ | | | | | | | | | | | | | 0 |

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## REVISED IMPLEMENTATION PLAN (January 1994 - March 1995) (Con'd)

**LEGEND:** ▬ On Going Activity * One-Time Activity ■ ■ ■ Intermittent Activity

| | 1994 | | | | | | | | | | | | 1995 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **ACTIVITIES** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **June** | **July** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Estimated Cost (EC$)** |
| (c) Construct building | | | | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | | | | 450,000 |
| (d) ECERP approval | | | | | | | | | | | | | * | | | 0 |
| **1208** Hold meeting of Island Representatives. | | | * | | | | | | | | | | | | | 10,000 |
| **1209** Provide support for OERU (equipment/personnel) | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | 80,000 |
| **1210** Prepare Work Plan & Inception Report (ECERP) | | | | | | | | | | | | | ■ | ■ | ■ | 0 |
| **1211** Conduct Staff Search | | | | | | | | | | ▬ | ▬ | ▬ | | | | 5,000 |
| **1212** Appoint Staff | | | | | | | | | | | | | ▬ | ▬ | | 0 |
| **1213** Coordinate with Agencies/Partners | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | | | | 3,000 |
| **1214** Present total package to OEC & OERC | | | | | | | | | | | | | | | * | 0 |
| **1215** Plan, implement PR Activities | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | ▬ | | | | | 10,000 |

**With the exception of Activity 1207 (d) funding has been provided under the CIDA Contribution Agreement. About 60% of the funding for Activities 1203, 1204, and 1205 has also been similarly provided.**

# LOGICAL FRAMEWORK ANALYSIS

Table C

## · PROGRAMME: OECS EDUCATION REFORM STRATEGY

| Narrative Summary | Objectively Verifiable Indicators (O.V.I.) | Means of Verification (M.O.V) | Important Assumptions (I.S.) |
|---|---|---|---|
| **PROGRAMME GOAL**<br>To improve the quality, flexibility and creativity of the Human Resource base as a critical agent of development (material and moral) for the OECS member states. | **Measures of Goal Achievement**<br>Greater pool of qualified; quality-conscious workers in a variety of critical areas including Fine Arts.<br>Greater number of locals operating at technical and middle and higher levels of the local, regional, and international economy.<br>Improved productivity and output. Greater number of para-professionals in the OECS economy. | **Sources of information and methods used:**<br>Programme Evaluation Reports, National Annual Reports.<br>OECS reports and bulletins Reaction from Business sector.<br>Reports and documents of regional and international organisations<br>Ministries of Education and LMI reports, statistic. | Human Resource Development remains a high priority issue.<br>Appropriate incentives given to local workers.<br>The Reform effort continues to receive support from member-states.<br>OECS states maintain fairness in hiring/promotion policies.<br>OECS nationals aspire to gain employment with regional, international agencies and organisations. |
| **PROGRAMME PURPOSE:**<br>To strengthen the capacity of Eastern Caribbean States to plan, implement, manage education reform through subregional cooperation<br>To improve quality of and access to:<br>(a) Basic Education<br>(b) TVET, Adult and Continuing Education<br>(c) Tertiary Education | Education Reform being facilitated by OERC, OEC, NRCs and OERU Effective coordination of efforts of agencies and partners<br>Improved student performance and attitudes in keeping with goals as defined in OECS Education Report (1991), pg 72.<br>Attainment of full literacy in all member states by 2000.<br>Improved access to TVET, adult and continuing education, and second chance opportunities for basic education. | Reports on student performance<br>National and sub-regional reports, statistics<br>Programme Evaluation, reports<br>Reports, documents of Regional and International organisations.<br>National/Regional surveys. | Continuous commitment by member-States to HRD<br>Commitment by agencies maintained during initial capacity-building process of OERS.<br>OECS continues to be regarded as a stable, peaceful envirnoment. |
| **OUTPUTS**<br>- Strengthened national, regional, Policy and decision making capacity.<br>- OERU operating and coordinating efficiently and effectively.<br>- Successful initiatives implemented in basic education, adult and continuing Education, TVET, and Tertiary Education. | Improved access to tertiary Education programmes (10% of work force by 2005).<br>Effective OECS Education Reform Council, Committee and National Reform Councils functioning.<br>OERU functioning effectively and efficiently<br>Impact of OERS felt across member states<br>Planned initiatives successfully undertaken across member states (in (Curriculum Development, Teacher Education, Testing, TVET, Adult and Continuing Education, Tertiary Education...) | National and Sub-regional reports, statistics<br>Monitoring/Evaluation Reports<br>Community Reaction<br>Student Reaction<br>Surveys<br>Anecdotal information | OECS Nationals live within their means<br>Adequate resources are available.<br>Regional cooperation continues to be seen as beneficial<br>Private sector prepared to assist in TVET.<br>Appropriate social, health recreational Services provided.<br>OECS states committed to control growing drug menace. |
| **INPUTS**<br>Travel/Expenses for Policy Personnel<br>Training/Professional Development for Education workers<br>Appropriate Tertiary, TVET Plant and Equipment<br>Technical Assistance (national, subregional levels)<br>Incentives for Education Personnel<br>School Plant, equipment and material<br>**OECS EDUCATION REFORM UNIT**<br>Education Reform Unit operating space<br>OERU Office Equipment and Supplies<br>Measurement, Curriculum Development, Research Specialists<br>Management Administrative/Clercial Services (OERS) | | OECS reports, and documents<br>Supporting Agencies records and reports<br>Monitoring and Evaluation reports<br>Observation | OECS maintains its level of development<br>Agency support, maintained during capacity building period<br>OECS nationals willing to use education and training opportunities |

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TABLE D **MAIN COMPONENTS OF ECERP BUDGET**

| Component | 1994/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | TOTAL CDN $000's |
|---|---|---|---|---|---|---|---|---|
| Canadian Executing Agency (CAE) | 405 | 330 | 320 | 320 | 206 | 0 | 0 | 1,581 |
| OERU | | | | | | | | |
| (a) Staffing | 172 | 230 | 275 | 275 | 261 | 189 | 72 | 1,471 |
| (b) Travel/Expenses | 44 | 56 | 55 | 40 | 30 | 20 | 10 | 255 |
| (c) Pooling Sub-Regional Expertise | 25 | 25 | 25 | 25 | 15 | 10 | 0 | 125 |
| (d) Operations (rental supplies) | 36 | 36 | 36 | 26 | 22 | 22 | 12 | 204 |
| (e) Equipment | 60 | 15 | - | - | - | - | - | 75 |
| Reform Initiatives | 500 | 1,200 | 1,200 | 1,400 | 1,400 | 1,400 | 1,300 | 8,400 |
| OECS Ed Reform Council (Travel and Expenses) | 16 | 16 | 16 | 8 | - | - | - | 56 |
| OECS Education Committee (Travel and Expenses) | 48 | 48 | 48 | 24 | 12 | - | - | 180 |
| Contingency | 67 | 103 | 111 | 121 | 110 | 95 | 93 | 700 |

**Table E** Estimated ECERP Budget Disbursements in $000C by WBS Activity

CIDA Fiscal Year – April 1 to March 31

| WBS Activity | 94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | Total |
|---|---|---|---|---|---|---|---|---|
| 100 Strengthen Sub-regional policy capacity | | | | | | | | |
| 101 Develop TORs for OERC, OEC, NRC | | | | | | | | 0 |
| 102 Prepare and enact required legislation | | | | | | | | 0 |
| 103 Establish Council, Committee, NRC | | | | | | | | 0 |
| 104 Provide support to OERC, OEC activities | | | | | | | | 0 |
| 105 Carry out functions of OERC, OEC, NRC | 64 | 64 | 64 | 32 | 12 | | | 236 |
| 106 Facilitate regional coodination | | | | | | | | 0 |
| Subtotal | 64 | 64 | 64 | 32 | 12 | 0 | 0 | 236 |
| 200 Establish subregional cood'ing structures, systems | | | | | | | | |
| 201 Establish OERU | | | | | | | | 0 |
| 202 Develop mechanism for pooling HR | 25 | 25 | 25 | 25 | 15 | 10 | 0 | 125 |
| 203 Develop OERU capacity | 20 | 20 | 15 | | | | | 55 |
| 204 Support reform process | | | | | | | | 0 |
| 205 Obtain equipment | 60 | 15 | | | | | | 75 |
| 206 Phase over funding of OERU to OECS | | | | | | | | 0 |
| Subtotal | 105 | 60 | 40 | 25 | 15 | 10 | 0 | 255 |
| 300 Support educational reform initiatives | 500 | 1200 | 1200 | 1400 | 1300 | 1300 | 1300 | 8200 |
| 400 Manage ECERP | | | | | | | | |
| 410 CEA | | | | | | | | |
| 411 Mobilize for ECERP | | | | | | | | 0 |
| 412 Prepare Inception Report | 75 | | | | | | | 75 |
| 413 Provide admin services in Canada | 105 | 105 | 95 | 95 | 81 | 0 | 0 | 481 |
| 414 Provide advisory services | 200 | 200 | 200 | 200 | 100 | | | 900 |
| 415 Prepare plans, reports | | | | | | | | 0 |
| 416 Provide technical assistance | 25 | 25 | 25 | 25 | 25 | 0 | 0 | 125 |
| 417 Phase over responsibility to OECS | | | | | | | | 0 |
| Subtotal | 405 | 330 | 320 | 320 | 206 | 0 | 0 | 1581 |
| 420 OECS Education Reform Unit | | | | | | | | |
| 421 Staff unit | 172 | 230 | 275 | 275 | 261 | 189 | 72 | 1471 |
| 422 Collaborate in IR preparation | | | | | | | | 0 |
| 423 Manage unit | 60 | 72 | 76 | 76 | 56 | 42 | 22 | 404 |
| 424 Liaise/consult with states | | | | | | | | 0 |
| 425 Liaise with donor agencies | | | | | | | | 0 |
| Subtotal | 231.5 | 301.5 | 350.5 | 350.5 | 316.625 | 230.75 | 93.875 | 1875 |
| 430 CIDA | | | | | | | | |
| 443 Monitor progress | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 196 |
| 446 Evaluate project | | | 50 | | | | 50 | 100 |
| Total | 1334 | 1964 | 2053 | 2156 | 1878 | 1569 | 1472 | 12443 |
| Inflation at 4 % | | 79 | 167 | 269 | 319 | 340 | 391 | 1565 |
| Contingency at 5% | 67 | 103 | 111 | 121 | 110 | 95 | 93 | 700 |
| Grand total | 1400 | 2166 | 2331 | 2546 | 2306 | 2004 | 1956 | 14709 |

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Estimated ECERP Budget Disbursements in $000C by Component

| Component | CIDA Fiscal Year – April 1 to March 31<br>94/95 | 95/96 | 96/97 | 97/98 | 98/99 | 99/00 | 00/01 | Total |
|---|---|---|---|---|---|---|---|---|
| 1.0 Personnel | | | | | | | | |
| 1.1 CEA | | | | | | | | |
| Project Director – Canada | 15 | 15 | 15 | 15 | 10 | 0 | 0 | 70 |
| Admin support | 12 | 12 | 12 | 12 | 9 | 0 | 0 | 57 |
| Technical assistance | 75 | 25 | 25 | 25 | 25 | 0 | 0 | 175 |
| Senior education specialist(all's,benefits,etc) | 200 | 200 | 200 | 200 | 100 | 0 | 0 | 900 |
| Subtotal | 302 | 252 | 252 | 252 | 144 | 0 | 0 | 1202 |
| 1.2 OECS Education Reform Unit | | | | | | | | |
| Director | 56 | 56 | 56 | 56 | 42 | 28 | 14 | 305 |
| Professional specialists | 90 | 135 | 180 | 180 | 180 | 135 | 45 | 945 |
| Admin support staff | 26 | 39 | 39 | 39 | 39 | 26 | 13 | 221 |
| Subtotal | 172 | 230 | 275 | 275 | 261 | 189 | 72 | 1471 |
| | | | | | | | | |
| Total Personnel | 474 | 482 | 527 | 527 | 405 | 189 | 72 | 2673 |
| | | | | | | | | 0 |
| | | | | | | | | 0 |
| 2.0 Reimbursable Expenses | | | | | | | | 0 |
| 2.1 CEA | | | | | | | | |
| Travel and Expenses | 43 | 18 | 18 | 18 | 12 | 0 | 0 | 109 |
| Communications | 20 | 20 | 20 | 20 | 20 | 0 | 0 | 100 |
| Operations (overhead, etc) | 30 | 30 | 30 | 30 | 30 | 0 | 0 | 150 |
| Equipment | 10 | 10 | | | | | | 20 |
| Subtotal | 103 | 78 | 68 | 68 | 62 | 0 | 0 | 379 |
| 2.2 OERU | | | | | | | | |
| Travel and Expenses | 44 | 56 | 55 | 40 | 30 | 20 | 10 | 255 |
| Pool sub-regional expertise | 25 | 25 | 25 | 25 | 15 | 10 | 0 | 125 |
| Operations (off rental, comm., sup's, etc) | 36 | 36 | 36 | 36 | 26 | 22 | 12 | 204 |
| Equipment | 60 | 15 | | | | | | 75 |
| Subtotal | 165 | 132 | 116 | 101 | 71 | 52 | 22 | 659 |
| | | | | | | | | |
| 2.3 OECS Education Reform Council | | | | | | | | |
| Travel and Expenses | 16 | 16 | 16 | 8 | | | | 56 |
| | | | | | | | | |
| 2.4 OECS Education Committee | | | | | | | | |
| Travel and Expenses | 48 | 48 | 48 | 24 | 12 | | | 180 |
| | | | | | | | | |
| Total Reimbursable Expenses | 332 | 274 | 248 | 201 | 145 | 52 | 22 | 1274 |
| | | | | | | | | |
| 3.0 OECS Education Reform Initiatives | 500 | 1200 | 1200 | 1400 | 1300 | 1300 | 1300 | 8200 |
| | | | | | | | | |
| 4.0 Monitoring and Evaluation | 28 | 28 | 78 | 28 | 28 | 28 | 78 | 296 |
| | | | | | | | | |
| Total pers'l & reimbursable | 1333.5 | 1983.5 | 2052.5 | 2155.5 | 1878 | 1569 | 1472 | 12443 |
| Inflation at 4 % | 0 | 79 | 167 | 269 | 319 | 340 | 391 | 1565 |
| Contingency at 5% | 67 | 103 | 111 | 121 | 110 | 95 | 93 | 700 |
| Grand total | 1400 | 2166 | 2331 | 2546 | 2306 | 2004 | 1956 | 14709 |

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## 7.0 PROJECT BENEFITS AND RISKS

### 7.1 Benefits

The proposed programme would support the Government of member states in achieving three central education and training objectives: (a) to improve the quality, relevance, efficiency and equity of basic education for all citizens; (b) to strengthen the systems' capacity to plan, monitor, and implement improvements in the quality, and relevance of education; and (c) to improve the quality, flexibility and creativity of the human resource base on which these territories depend so significantly. It is hoped that the achievement of these objectives should lead to a more stable social and political environment that is less prone to the scourges of violence, illicit drugs, and teenage pregnancies; and to the development of proud, aware, cultured and considerate Caribbean people, capable of seizing opportunities, and adjusting to, and coping with the pressures of a dynamic and fiercely competitive global economic environment.

It is important to note, however, that while an effective education system can be regarded as a necessary condition for development, that it is not a sufficient condition. Sustained development therefore requires among other things, effective leadership, and agencies and communities that together support, rather than detract from the goals and mission of the education system. Sustained development requires the proper integration of the principal agencies in society. In most countries, these agencies are the family, the neighbourhood, the Church, the formal school, community groups, training institutions, youth clubs and youth organisations, and such mass - communication media as television, radio, and the press. Moreover it is argued that good universal basic education cannot be produced by tinkering with education alone.

### 7.2 Risks

The programme faces two principal risks. The first relates to the uncertainty over the medium and longer-term macro-economic environment which may adversely affect the availability of local government, counterpart, and private funding for the education sector. The problem might be partly addressed by careful fiscal management and constant monitoring of the macro-economic indicators, but given the current situation of key domestic export earners (bananas and sugar) and the prolonged depressed state of the economies of major metropolitan trading partners, this can be a serious problem.

The second risk has to do with the failure to implement planned initiatives regardless of the availability of resources. Failure to implement might be due to at least three factors. These are (a) leadership and commitment; (b) capacity of the teaching force; and (c) the actual implementation capacity. In a regional type programme the problems are intensified because failure can occur in each of these factors at the regional as well as at the national level.

It is hoped that given the massive involvement of people at all levels (including Heads of Governments, Ministers of Education and Finance and Planning) in all territories in the OERS over the last two years, that the matter of leadership and commitment should not pose a serious problem. Moreover, further public relations activities are planned in the start-up period to maintain and to enhance the momentum of the programme. In areas outside of basic education the matter might be more complicated. For example, in the area of TVET, employers will have to be encouraged or even coerced through training levies or other mechanisms to release employers for training or to support training initiatives. Adult learners will have to be attracted by well designed programmes offering second chance basic education or leading to qualifications that are readily accepted in the community.

It is well recognized that changes in teaching methods and approaches generally require intense effort and time. The programme depends significantly on providing teacher, school management, and Ministry support through well planned and executed training programmes, workshops, conferences and other opportunities for professionals to reflect on and share their worries, expectations and successes. The programme should also benefit from the focus on improving the school plant, the development of teacher resource centres, the development of an OECS Curriculum Centre, in addition to proposed rewards and incentives to education personnel.

Finally there is the issue of whether, both at the national and sub-regional level, the numbers of staff and the organizational structures are in place to execute proposed initiatives. This must be monitored carefully. The multiple roles of education officials in small states and the accompanying stress associated with this situation are well known. Initiatives will have to be tailored to suit the level of staff, or where necessary staff will have to be increased. Adequate staff deployment will have to be looked at but obviously there are limits to this approach. The issue of organizational structures will be examined early in the programme.

Overall the OECS territories are well placed to benefit from an organized integrated sub-regional approach to education reform. The countries are small but there are also advantages in small size. These territories share many common features including language, history, culture, legal and political systems, and the education system itself. In addition there is significant intermarriage between the people of the sub-region. This ensures that most people will have a stake in the good and welfare of several other territories besides their own. The level of functional cooperation among member states and among the wider English-speaking Caribbean is probably higher than any other region in the world, developed, and developing. The territories must continue to lead in this, but they must also maximize the benefits that can be derived from this approach. The high public demand for education in the OECS is also well recognized. Despite the problems and issues highlighted in this report, it must be noted that given the resources that have been available to the education sectors, OECS education systems have been remarkably efficient when compared to the internal and external efficiencies of educational institutions in other countries with vastly more resources. Indeed, there are all the necessary ingredients, at this time, for the execution of a successful OECS education reform programme. The OECS offers a virtual laboratory to those contemplating education reform.

# SECTION 1

## THE ECONOMIC SETTING

During the last decade all of the OECS economies registered significant increases in real GDP which translated into improved living standards for the majority of the people in the sub-region. The rate of growth of real GDP averaged about 5.5% for the sub-region as a whole and real per capita income increased about 30% over the decade.

These improvements in living standards were achieved in spite of declining international terms of trade, erratic growth in the world economy, natural disasters, and adverse weather conditions in some member countries. This impressive performance can be attributed to careful fiscal management and a number of fortuitous international developments which may not be repeated in the future. The political status of most member states up to the late 1970s significantly restricted their international borrowing ability and thus they emerged into the 1980s without encumbrances of large foreign debt burdens. In addition, there were significant inflows of foreign resources in the form of grants, concessionary loans, private transfers, and above-market prices for main export commodities through preferential trade arrangements buttressed by favourable movements in the exchange rate of the Pound Sterling in relation to the main export earners of bananas and sugar.

Unexpected changes such as the democratization of Eastern Europe and the break-up of the Soviet Union have created a new class of Less Developed Countries with new claims on the shrinking pool of development finance. The European Single Market and the Uruguay Round of GATT negotiations will obviously erode the advantages of preferential trading arrangements with the United Kingdom. The North American Free Trade Agreement (NAFTA) also threatens to erode the value of the sub-region's trade agreements with the USA and Canada.

It seems clear that member states will have in the near future, to face the prospect of reducing their dependence on international assistance and increasing their capacity to earn a living in a more competitive international economic environment. The countries, therefore, face the challenge of making their economies more flexible and adaptable to respond to changes in the international economy.

The OECS countries are not the most well-endowed in terms of natural resources. There are no known mineral deposits in commercial quantities but the countries have fair amounts of arable/land and forestry reserves. These territories also have access to an abundance of marine resources within an area of 50,000 square nautical miles though these resources are currently under-utilized. According to ECLAC Agricultural statistics, the OECS member states have a total of 483 thousand acres of arable land which can support a wide variety of crops. A major difficulty, however, is that much of the arable land is located in hilly and difficult terrain. For example, 93% and 97% respectively of the land in St. Vincent and the Grenadines and Dominica is located in areas with slopes greater than 10 degrees.

Over 60% of the domestic export earnings of these countries is derived from the agricultural sector and in some territories, the dependence on one crop such as bananas or sugar can be as high as 67%.

The manufacturing sector in the region is in the early stages of development having only taken root in the early seventies and consists mainly of light manufacturing and food processing. The major products include food and beverages, garments, electronic components, furniture, plastic products and sporting goods. The fortunes of the sector has been closely tied to intra - Caricom trade which has been relatively stagnant since 1983. The sector contributes no more than about 7% of GDP. Services play an important role in all OECS economies contributing over 50% of the GDP and is as high as 93% in Antigua and Barbuda.

The major hope for the sub-region's future lies in its major resource which is its people and which by developing countries standards is reasonably educated. Due to the small size and openness of these economies, however, they cannot afford the underdevelopment or under-utilization of their human resources. These societies must strive to attain the highest quality of education, to expand quality education, and training, and to increase access to secondary and post secondary education and training institutions. The importance of managerial, technical and entrepreneurial training must be emphasized. Emphasis must be placed also on the need to develop a reliable, flexible, multi-skilled labour force with healthy work ethics and a deep understanding and appreciation of the need to preserve the environment so as to protect the natural beauty of these islands and the resource base for sustained economic development.

# SECTION 2

## OVERVIEW OF THE OERS

### 2.1 Background to the OERS

The Ministers of Education of the eight countries of the Organization of Eastern Caribbean States (OECS)[1]

1. mindful of the need to prepare citizens of the sub-region to face the challenges of the 90's and the 21st century;

2. acting on the belief that Education is one of the major cornerstones of economic and social development;

3. understanding the need to provide quality and relevant education to all citizens;

4. mindful of the advantages to be derived from sub-regional collaboration among member states with similar legal, political, economic and social systems;

5. aware of the need to utilize scarce resources as efficiently and effectively as possible in pursuit of the above;

mandated, at their Fourth Annual meeting held in Tortola in October 1990, a process of comprehensive review and analysis of the education systems of the sub-region;

It was expected that through appropriate consultations with various related actors, and stakeholders in the sub-region; adequate review of relevant literature and documentation on education in the region; and consideration of social, economic, political and demographic trends and prospects; that appropriate practical and affordable recommendations would be made. It was expected that this body of recommendations (subsequently referred to as the OECS Education Reform Strategy, (OERS) would provide the basis for national education effort, the framework for sub-regional initiatives and cooperative ventures in education, and the parameters within which agency involvement and cooperation would be sought and coordinated.

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[1] The OECS countries include Antigua and Barbuda, Dominica, Grenada, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, British Virgin Islands.

After consultation with the various Ministries of Education, and with financial support from the Canadian International Development Agency (CIDA), the Director-General of the OECS secured the services of a group of OECS Professionals,[2] subsequently referred to as the Education Reform Working Group, to produce a reform document. The group was commissioned to do this within six months of March, 1991.

The activities and exercises undertaken by the Working Group can be briefly set out as follows:-

1. Comprehensive analysis of the education systems of the sub-region through individual members and several full-group working sessions including one meeting via the UWIDITE system.

2. Constant interaction with Chief Education Officers of the OECS countries

3. On-island consultations (all OECS countries carried out over two of three working days.)

4. Sub-regional consultation (held in Antigua July 1-3, 1990) at which commissioned literature reviews and studies were presented. The consultation was attended by all members of the Working Group, regional and extra-regional experts, international agencies supporting educational development in the Caribbean and officials of the Ministry of Education of Antigua and Barbuda and of the Antigua State College (ASC).

The report of the Working Group was presented to the Ministers of Education of the OECS at their annual meeting held in Dominica during October 9-10, 1991. The Ministers accepted the report in principle and mandated a process of further consultations to identify national priorities for action.

Following further consideration of the document, the OECS authority, at the Meeting of January 30-31, 1992, accepted the report[3] and decided that it would constitute, "subject to flexibility in keeping with national priorities, the centre-piece of future activities in the education sector especially in the negotiating of regional programmes/projects involving assistance from other donor community".

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[2] **The Working Groups comprised, Professor Errol Miller, Chairman (Mona, UWI), Mrs Mary Fenton, (Montserrat), Dr. George Forde, (St. Lucia), Mr. Anthony Lockhart (Dominica), Mr. Bertram Ross (St. Kitts and Nevis), Mrs Evelyn Sheppard (Antigua and Barbuda), Mr. Francis Sookram (Grenada), Mr. Cools Vanloo (St. Vincent and The Grenadines).**

[3] **The report, entitled "Foundation for the future": OECS Education Reform Strategy" was made available to a wide cross-section of people and institutions including all groups, agencies, bodies consulted during the on-island meetings.**

CDAP provided further support to the OECS for the conduct of country consultations and the preparation of a draft work-plan to guide the implementation process. The results of these consultations have been summarized in the document "OECS Educational Reform Strategy: Report on Country Consultations and Work Plan" prepared by the Coordinator of UNESCO/CARNEID, Mr Hubert Charles.

These national consultations revealed interest in five broad areas for regional action. They are as follows:-

1. Installation of a capacity for management of the reform effort at the Regional level and actions at the national level meant to strengthen the capacity of Ministries of Education to implement/coordinate the reform effort at all levels.

2. Improvement of teacher training capacity as well as the professionalism and motivation of teachers.

3. Reform of curricula and the improved availability of learning materials at the pre-primary, primary and secondary levels, and the identification and implementation of systematic innovative teaching/learning strategies.

4. Improvement in quality of the education plant and of its capacity to accommodate a greater number of students at all levels.

5. Promotion of key development initiatives (at the Tertiary level) in five areas, designed for the most part, to contribute to competitiveness by underpinning the economic development plans of OECS member states.

    i Science and Technology
    ii Technical/vocation education
    iii Entrepreneurial education
    iv Multi-lingualism
    v Education for the promotion of knowledge intensive services

At a subsequent meeting of Senior Education Managers held in St. Lucia during September 22-23, 1992, the five programme areas outlined in the report by Mr Hubert Charles were endorsed. In addition, the meeting identified the following as priority areas for regional attention: Legal Reform and harmonization of legal efforts; Special Education; and Adult and Continuing Education. Participants, therefore, committed themselves to a nine-point reform agenda for the short and medium term.

Participants reaffirmed their commitment to the underlying principles of Regionalism, Sustainability and Human Resource Development in the pursuit of this agenda. Participants also advised that in the implementation of the reform agenda that due attention should be paid to the following:-

1. The development of indigenous educational expertise.
2. Establishment of a regional mechanism appropriately empowered to enable the implementation of education reform programmes on an efficient basis.
3. Development and use of networks of technical personnel in key programme areas.
4. Adoption of the Centres of Specialization model as a tool for programme implementation at the tertiary level.
5. Encouragement of inter-agency cooperation in programme funding.
6. Use of resources vested in regional institutions.
7. Establishment of a structure for the interface between regional and national components of the reform programme.

It was further recommended that in moving the reform agenda forward that, at the Regional Level, the central mechanism should facilitate, support and enhance implementation by paying specific attention to:

1. Human Resource Development
2. Coordination and Harmonization of Services
3. Support for the acquisition of technical and Financial resources
4. Support for Negotiations
5. Management Information Networking
6. Review of the Reform Process
8. Interface between Regional and International Partners

At the sixth meeting of OECS Ministers of Education held on 8th October, 1992, in St. Vincent and The Grenadines, the Ministers expressed their support for the recommendations emanating from the meeting of OECS Senior Education Managers.

### 2.2 Beginning the Implementation Process

The OECS Working Group analyzed the Education Systems of the sub-region by developing a conceptual framework consisting of six elements and nine perspectives. The six elements were:-

1 the education of children, early childhood and primary schooling
2 the education of adolescents, secondary schooling
3 the education of adults, formal and non-formal programmes
4 the terms and conditions of service of teachers
5 the management and administration of education
6 the financing of education

The nine perspectives were:

1 past reforms
2 current policies
3 the legal basis of education
4 access and equity issues
5 efficiency and wastage issues
6 quality and effectiveness issues
7 technology and methodology practices/constraints
8 constraints
9 vision and mission

The six elements and nine perspectives constituted the conceptual matrix within which to assess the strengths and weaknesses of education as currently organized, as well as to identity the issues and problems that should be adhered to in the reform process. In all, a total of sixty-five (65) major strategies were recommended in the report. Each of these major strategies, themselves, incorporated several sub-strategies.

The recommendations from the work of Mr Hubert Charles and the senior education managers of the sub-region reduced this to a more manageable set of nine priority reform components, five broad areas for regional action, three principles, seven guidelines and eight broad areas for action by the proposed central mechanism. The recommendations at these stages have been understandably broad. The next stage of the process was, therefore, to move from the general to the more specific with the attendant, usually unforeseen issues and problems.

In this connection the Ministers of Education at their meeting in St. Vincent in October 1992 agreed that a senior education official with the relevant professional training, experience and competence be selected with urgency from one of the member states for temporary (six months) secondment to the OECS central Secretariat to assist with the task of moving the implementation process a stage further.

Dr. George Forde from the Ministry of Education in St. Lucia was selected as Facilitator for the OECS Education Reform Strategy with effect from 1st January, 1993. In general, the facilitator was expected to assist the OECS Secretariat in the implementation of the OERS, for an initial period of six months to keep the momentum of the reform process going and to prepare more detailed action plans in keeping with the agenda agreed upon at the Sixth Meeting of OECS Education Ministers.

## 2.3 Terms of Reference of Facilitator

The terms of Reference as agreed upon by the OECS Secretariat and the OECS Education Facilitator were as follows:-

(a) Identifying, in conjunction with the donor community and Ministries of Education, the sources and modes of financing of the regional components of the programme and assisting the OECS Secretariat in negotiations with the donor community and technical agencies for the resources required for implementation of the priority areas.

(b) Assisting the OECS Secretariat in developing an effective networking and consultative mechanism to enable effective communication among senior education managers in Ministries of Education and with the Education Reform Unit (OERU) at the OECS Secretariat when it would have been fully established.

(c) Preparing a detailed action plan for the regional components of the reform agenda.

(d) Clarifying and further elaborating the functions and modes of operation of the central facilitating mechanism, ERU, to coordinate the implementation of the education reform programme.

(e) Submission of a report on the activities undertaken in (a) to (d) by the end of June 1993.

# SECTION 3

## FINANCING AND SUPPORTING THE REGIONAL COMPONENTS OF THE OERS

Item (a) of the Facilitator's terms of reference was concerned with identifying, in conjunction with the donor community and Ministries of Education, the sources and modes of financing of the regional components of the programme and assisting the OECS Secretariat in negotiations with the donor community and technical agencies for the resources required for implementation of the priority areas.

In accordance with the OECS Education Report (1991) it is recognized that the implementation of the reform strategies will require a sustained commitment of adequate resources by national governments but it will also necessarily involve continued cooperation with and collaboration between OECS Governments and the various agencies and partners such as BDD, CARICOM, CIDA, CDB/WB, CXC, EU, GTZ, OAS, UNESCO, UNDP, USAID, and UWI. This process of continued cooperation and collaboration has been pursued through consultations with the various partners and agencies.

These activities included:

(a) on-island consultations with Ministers of Education and senior officials of Ministries of Education;

(b) meetings with individual Agencies and Partners in Barbados;

(b) a joint meeting with Agencies and Partners at the OECS Secretariat in St. Lucia;

(c) four joint meetings of island representatives in St. Lucia;

(d) regular discussions with OECS Secretariat staff;

(e) an education survey of all OECS member states (see appendix... for summary data);

(f) initial work through island representatives on the drafting of design standards for basic education in the OECS member states;

(g) on-island consultations with senior officials from the Ministries of Finance, Planning and Personnel, and Education in all member states;

(h) initial meetings with World Bank Officials on areas of possible cooperation.

In addition to the above, there were several meetings in Barbados and St. Lucia with CIDA staff and a meeting in St. Lucia with CDB personnel.

Initial response from Agencies and Partners as indicated by the Charles Report(1992), and as further elaborated in the meetings of Agencies and Partners at the OECS Secretariat in St Lucia in November 1992 and March 1993 and individual meetings with the Facilitator earlier in the year suggest that there is significant interest by all major Agencies and Partners in the OECS Education Reform Strategy.

Agencies such as CDB, EU, BDDC, UNESCO/CARNEID, GTZ, USAID, IBRD, and UNDP have pledged support for education reform initiatives; some have pledged support for the development of the setting up of the proposed OECS Educational Reform Unit and others such as CDB, UNESCO/CARNEID, GTZ EU and CIDA have indicated their willingness to support data collection and analysis activities.

## CIDA

The Facilitator participated in an intensive three-week exercise with CIDA helping to define the Agency's input into the OERS. The Design Team consisted of Mr Ted Ramsay and Dr George Forde as co-leaders, Dr George Eaton, a CIDA consultant, and Mrs Mary Fenton, OECS Consultant. A 40 page draft document on the management plan and scope of CIDA's input in the OERS is now available to and under consideration by OECS and CIDA officials. This exercise included another round of on-island meetings with Ministers of Education and Senior Education Officials in addition to consultations with senior personnel from Ministries of Planning, Finance, and Personnel.

The proposed project to be implemented in partnership with the OECS has been named the Eastern Caribbean Education Reform Project(ECERP). The purpose of ECERP has been defined as: to strengthen the capacity of Eastern Caribbean States to plan and implement education reform through sub-regional cooperation and to support educational reform initiatives meeting criteria approved by the Education Reform Council. More specifically, the project is expected to have a life of about seven years and is designed to:

(1) strengthen sub-regional policy and decision making capacity through support for the formation of an Education Reform Council, development of related enabling legislation, policy formulation and implementation initiatives;

(2) help establish strategic coordinating structures and systems such as the formation and operation of the OECS Education Reform Unit as well as mechanisms for the pooling of national and sub-regional resources;

(3) support approved educational reform initiatives such as sub-regional approaches to strengthening the management capacity of Ministries of Education and regional institutions, school management, curriculum upgrading and harmonization, feasibility studies, and strategies designed to address gender issues in the management of and access to education.

CIDA, through a contribution agreement with the OECS Secretariat, has also made available a significant level of resources to support the Reform efforts during the pre - ECERP period. It is expected that ECERP will come on stream by mid 1995. It is expected that CIDA, through ECERP, will supplement the operating costs of the OERU during the first four years of the life of the project and phase over these costs to the OECS during the remaining life of ECERP.

## European Union

Assistance to education has been provided through the OECS Tertiary Level Education Project under LOME III. The project supports infrastructure in community colleges and post secondary institutions, teacher training for non-graduate secondary teachers, and the development of education planning capacity. In addition to the above, EU has made commitments to private sector training through regional agencies such as ECSEDA. A Caribbean Programming Unit for LOME IV has also been set up in a corporative arrangement between EU and Cariforum. The EU is curently collaborating with GTZ UNESCO/CARNEID and the OERU in the development of an EMIS for the sub-region.

## British Development Division

BDD has indicated that it wishes to take a regional approach to its support to OECS education reform. Most likely, support will be given to improve teacher education, teacher outreach programmes aimed at the primary school level and continued support for specialized institutions.

## USAID

It is expected that USAID will focus on economic policy formulation emphasizing trade diversification and natural resource management. Present USAID projects include: a regional management project, a drug abuse and prevention education project, the Caribbean training project at the university level and entrepreneurial training through a private sector support project;

## UNDP[4]

No specific allocation for education has been made but UNDP has indicated that it is open to proposals and suggestions.

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[4] Efforts are currently being made through UNESCO/CARNIED to secure the assistance of UNDP in Networking initiatives (in particular the use of e-mail facilities and the possible training of local counterparts to the OERU specialists)

## World Bank

Use of World Bank resources will be focused at the secondary level and in five main areas. They are:

(1) management and administration of education systems;
(2) development of teaching skills and motivation;
(3) innovative learning/teaching initiatives;
(4) education plant development;
(5) operations and action-oriented research.

## Government of Germany (GTZ)[5]

The GTZ through its OECS/GTZ Project has focussed on:

1. Strengthening regional co-ordination and integrating capacities of the OECS in fields related to technical and vocational education and training (TVET), as well as close collaboration with other agencies/organizations dealing with TVET issues.

2. Providing national advisory services to the relevant institutions and ministries in member states and in this context implementation of specific TVET measures in specified institutions.

In principle the GTZ is open to suggestions and recommendations to:

(a) support the development and implementation of the OECS Education Reform Strategy through appropriate activities which focus on the promotion of TVET in a sub-regional context;

(b) support elements of the CARICOM Regional Strategy that can have positive impact on TVET in the OECS.

## Caribbean Development Bank

There is potential for CDB assistance in the form of studies and consultancies in such areas as adult and continuing education, distance and special education and teacher training. Within its expanding HRD programme, the CDB is considering support to Education reform initiatives, and has special interest in management and administration, adult and continuing education, and distance education. The Bank has demonstrated its commitment to the OERS by providing the financial resources to secure the services of the OECS Education Facilitator for the first three months of his assignment.

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[5] Efforts are currently being made to incorporate the GTZ activities fully into the OERS.

## UNESCO/CARNEID

CARNEID's primary role is to facilitate the exchange of information among and between Caribbean countries, as well as the collaborative use of technical resources and expertise to promote innovations in the education system. As such, it is a resource which could support the networking and information gathering and sharing aspects of the OERS.

## UWI/OUS

UWI/OUS has identified a number of areas in which it might assist in the reform effort. These include, among other things,Teacher Training, Training of Principals, Management Training, Curriculum Development, and Consultancy and advice.

## CARICOM

The CARICOM Secretariat's Educational Unit is mandated by the CARICOM Ministers to coordinate and represent the regional position on education viz international agreements of which CARICOM is a member. It collaborates with various interest groups and regional agencies on critical issues which affect education in the entire CARICOM region. It is expected, therefore, that the CARICOM Education Unit and the CARICOM Task Force on Education will continue to collaborate and share information and experiences with the OECS particularly as the CARICOM Task Force on Education advances its efforts.

## OAS

The OAS has been actively involved in providing support for the development of education in the sub-region. This support has been primarily in the areas of Basic Education, Adult Literacy, Education Planning, Curriculum Development, Teacher Training, and general Staff Development at both the national and multi-national levels. The OAS has demonstrated a strong interest in, and has been represented at major meetings on the implementation of the OECS Education Reform Strategy. The OAS, for example, dedicated an entire 236-page edition of "La Educacion (1992) Vol. No. 107, ANO XXXIV, to the OECS Education Reform Strategy. The Report of the Working Group "Foundation for the Future", The OECS/CIDA Management Plan for ECERP (1993), the OERS Implementation Report (1993), and the OAS publication referred to above constitute the major background documents to the strategy.

## SECTION 4

## CO-ORDINATING AND MANAGING THE REFORM

Items (b) and (d) of the Facilitator's terms of reference were concerned with: (a) Item (b) assisting the OECS Secretariat in developing an effective networking and consultative mechanism to enable effective communication among senior education managers in Ministries of Education and with the Education Reform Unit (OERU) at the OECS Secretariat when it would have been fully established; and (d) clarifying and further elaborating the functions and modes of operation of the central facilitating mechanism, OERU, to coordinate the implementation of the education reform programme.

At the heart of the reform is the development of the institutional capacity to manage, monitor, coordinate, support the education process nationally and sub-regionally in accordance with well defined and appropriate goals and outcomes in a dynamic and sometimes turbulent environment and within the limits of available resources.

The OERS Report (1991) endorsed by the OECS Ministers of Education noted the problems of attempting a detailed implementation plan and recommended a framework for the reform process and a mechanism to ensure that the process is carried out within this framework. It goes on to point out that,

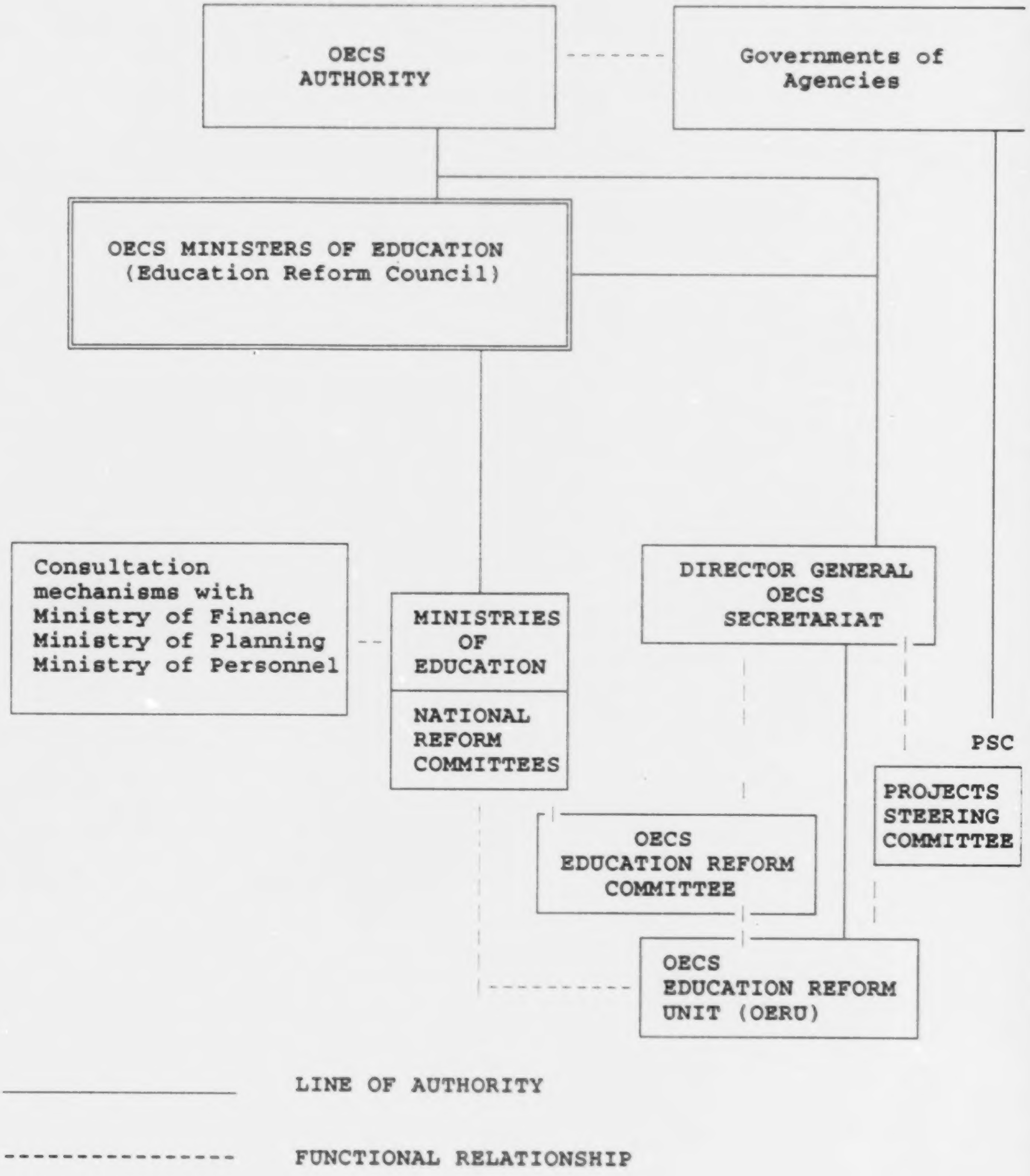
> The same broad process that created the strategy points to the approach that needs to be adopted to implement it. Therefore, the reform strategy cannot be constituted solely of recommendations and prescriptions but also of mechanisms to maintain its dynamic character. A framework and mechanisms which seek to ensure continuous review of goals, objectives, outcomes and achievements, which allow new components to be added and which promote ongoing consultation among the stakeholders in education in the sub-region are vital to the success for the entire reform exercise (page, 97).

On the basis of proposals arising out of the OERS Report (1991), the Charles Report (1992), the report on the workshop of Senior Education Managers of the OECS held in St. Lucia in September 1992, all endorsed by the OECS Ministers of Education and the OECS authority, four basic inter-related structures and arrangements have emerged as necessary for the adequate implementation of the education reform process.

(a) an OECS policy-making body
(b) an OECS implementation and Facilitating Unit
(c) an OECS Monitoring/Review body
(d) national arrangements and structures that link into the reform effort

Proposals for these structures and how they inter-relate are shown in Figure 4.1.

Fig 1 OERS Organisation Chart


OECS AUTHORITY
Governments of Agencies
OECS MINISTERS OF EDUCATION (Education Reform Council)
Consultation mechanisms with Ministry of Finance Ministry of Planning Ministry of Personnel
MINISTRIES OF EDUCATION
NATIONAL REFORM COMMITTEES
DIRECTOR GENERAL OECS SECRETARIAT
PSC
PROJECTS STEERING COMMITTEE
OECS EDUCATION REFORM COMMITTEE
OECS EDUCATION REFORM UNIT (OERU)
LINE OF AUTHORITY
FUNCTIONAL RELATIONSHIP

## The OECS Education Reform Council (OERC)

It is proposed that OECS Ministers of Education constitute the OECS Education Reform Council (referred to as the Council) and that this Council will formulate policy related to the implementation of the OERS, subject to the approval of the OECS Authority. The Council will be responsible for: (a) providing overall policy direction to the OERS; (b) establishing annual strategic objectives; (c) approving the annual work plan of the OECS Education Reform Unit; (d) overall monitoring/review/evaluation of the implementation process.

## The OECS Education Committee (OEC)

The OECS Education Committee (OEC), subsequently referred to as the Committee, shall be the body responsible for on-going review, monitoring of, and reporting on the activities of the OECS Education reform Unit. The Committee shall submit its reports to the Council through the Director General of the OECS. The Committee should be responsible for:

(1) assisting the OERU, in preparing the annual work plan of the OERU for approval by the Council;
(2) monitoring implementation of the annual work programme of the OERU;
(3) making recommendations for the improvement of the operations of the OERU.

The Committee should have the power to appoint ad-hoc or standing sub-committees or working groups to advance its objectives.

The Committee shall normally meet at least once annually with its timing set to facilitate ratification of decisions by the annual OECS conference of Ministers of Education.

The Committee shall, in the first two years of the implementation of the OERS, meet at least twice a year and at times set to coincide with the meetings of OECS Ministers of Education.

The Committee shall determine its own procedures including that for convening meetings, for the conduct of business thereat and at other times, and for the annual rotation of the office of chairperson among its members in accordance with the chairpersonship of the Ministers of Education.

The meetings of the Committee shall be serviced by the OECS Secretariat through the OERU with the Director of OERU having responsibility for ensuring that proper reports and other documentation are adequately prepared to facilitate the functioning of the Committee.

It is recommended that the Committee should be made up of twelve (12) persons appointed by the Education Reform Council. The Committee should include at least one person from each member state and four other persons representing: the private sector; Non-governmental organizations; UWI, Faculty of Education; and the Caribbean Union of Teachers, provided that such a representative is an OECS national working and residing in the sub-region.

### National Reform Councils (NRC)

The structures and bodies listed above should be appropriately rooted to and linked into the operations of all OECS Ministries of Education through National Reform Councils or any other well defined broad-based bodies that facilitate policy making, consultation, monitoring and functioning of the education systems at the national level. Mechanism should also be put in place in each country for regular systematic consultations with the important Ministries responsible for Finance, Planning and Personnel. In some territories this might be done through the National Reform Councils, in others, separate arrangements might have to be made. The National Reform Council should be responsible for, among other things:

(a) assessing the status and relevance of education;
(b) determining the priorities for reform;
(c) taking positive steps to facilitate education reform;
(d) dissemination of information relating to education reform.

Meetings of National Reform Councils should be chaired by Ministers of Education or their nominee. Such meetings should be publicly announced and each a Council should have the right to invite the public or representatives of community groups to attend its meetings as observers. Ministries of Education should prepare summaries of the proceedings of all NRC meetings for public use.

### Management of Agency Projects

A single Projects Steering Committee (PSC) shall be established to oversee all programmes funded by Agencies. The Project Steering committee shall comprise representatives of Agencies, Ministries of Education, the University of the West Indies, and the OECS Secretariat.

### OECS Education Reform Unit (OERU)

The OECS Education Reform Unit shall be the principal institution responsible for the implementation of OERS policy as formulated by the Council and ratified by the OECS Authority. More specifically, the Unit will be expected to perform the following main functions:

(a) facilitate the implementation of policy set by the OECS Reform Council;
(b) provide professional advice, to the various Ministries of Education for the development and execution of related education reform initiatives;
(c) systematically disseminate information and knowledge about education and human resource development matters to OECS member states;
(d) coordinate efforts of Agencies and Regional Partners in education matters as agreed by the Reform Council.

The Reform Unit shall comprise paid staff as are required to execute the work of the Unit. It is expected that the Unit, will in the first instance, require a Director and personnel to perform the following services.

(a) curriculum development/review
(b) information/research
(c) measurement/testing
(d) administrative and clerical
(e) technical and Vocational Education and Training services
(f) tertiary education coordination services

**Director of Unit**

### A **Terms of Assignment**

1. The Director shall be appointed by The Secretariat of the OECS, such appointment to be approved by the Ministers of Education on the recommendation of the Director General.
2. The Director shall be appointed for a term of three years and shall be eligible for re-appointment.

### B **Relationship/General Responsibilities**

The Director will be:

1. responsible to the Ministers of Education and, The OECS Education Reform Council through the Director-General of the OECS;
2. the chief executing officer and shall have responsibility for the general day-to-day functioning, direction, and control of the Reform Unit.

### C **Specific Performance/Responsibilities**

The Director will be expected to:

1. take appropriate follow-up action on decisions, recommendations or directives;
2. keep the functioning of the unit under continuous review and to keep the Reform Council and the Director-General informed of important matters related to the OERS;
3. advise the Council and the Director General on all matters related to the implementation of the education reform, including matters of staffing, and equipment;
4. submit periodic progress reports as determined by the Council and Director-General;
5. service meetings of the Reform Council and Education Committee;

6. co-ordinate efforts of Agencies and Regional Partners in education matters as agreed by the Reform Council;
7. undertake other related work and responsibilities as may be assigned by the Reform Council and/or the Director-General from time to time.

### Functions of the Curriculum Development Specialist

The Curriculum Development Specialist will be responsible through the Director for: (a) providing an assessment of the state of curriculum in core subject areas: (b) instituting appropriate measures for constant and systematic curriculum reform development, monitoring and review: (c) making arrangements for the training of teachers and other education personnel in curriculum methods: and (d) advising on needs and issues in curriculum matters and assisting in related research activities of the unit.

### Functions of the Information/Research Specialist

The Information Research Specialist will be responsible through the Director of the Unit for: the identification and operation of data systems and the coordination of all data collection, analysis and dissemination procedures relative to the education systems of the OECS; for the development and pursuit of a Research Agenda; and for conducting of surveys into various relevant issues as identified by the officer and/or the Unit. The officer will therefore be charged with the responsibility of providing relevant and timely information for multiple constituents and purposes in the education systems of the OECS. This will include.

1. Descriptive data reports

   On issues such as:

   (a) pupil/student information
   (b) plant/equipment information (to include a survey of overall school plant and equipment needs with costings)
   (c) programme/curriculum information
   (d) ancillary staff
   (e) finance data

2. Teachers' database
   To include biographic and demographic data; data on qualifications and salaries; perceptions on the profession, attrition rates.

3. Longitudinal information on

   (a) Students (such as tracer, follow up studies)

(b) Teachers
(c) Education officials

4. Inventory of projects/programmes and equipment to include:

(a) Local and externally financed projects
(b) Building/maintenance activity

5. Development of an OECS education simulation model
To calculate projected enrolment: student flows: resource needs such as teachers, buildings and finance and equipment requirements at various levels of the system.

6. Generation of new knowledge
Using available data to sift out trends, correlations and possible effects of various types of interventions in the education systems of member states. Information is required, for example, on:

(a) the relationship between Common Entrance Examination (CEE) scores and performance on CXC examinations;
(b) the relationship between levels of TV viewing and student performance;
(c) the effects of class size;
(d) the effects of school size;
(e) the effects of mixed ability groupings versus streaming;

**A Research Agenda**

7. Such an agenda might include the following:

1 OECS survey of students (upper primary and secondary) to investigate current issues, problems, fears, constraints, concerns as perceived by current crop of youngsters.
2 OECS survey of Teachers (state of profession) to investigate issues, problems, aspirations, concerns.
3 Longitudinal survey of graduating class (secondary) of 1994 or 1995 with follow up surveys every 3-5 years.
4 Longitudinal survey of Education officers and Principals to investigate concerns, issues, aspirations etc., with follow-up surveys every 3-5 years.
5 Early childhood education and its impact on later achievement.

The Information/Research Specialist will also be expected to merge the activities arising out of the OECS/GTZ/EU Educational Survey/database Project into a fully integrated Education Management Information System comprising relevant information from Education and Labour market sub-systems.

## Functions of the Testing/Measurement Specialist

The Testing and Measurement Specialist will be responsible through the Unit Director, for: (a) the development and implementation of minimum standards testing in English and Mathematics (in the first instance) at Grades three and five levels in the OECS; (b) training of teachers and other education personnel in Measurement and Testing techniques and methods; (c) advising on needs and issues in measurement and testing, and assisting in research activities of the unit. The Specialist will also be required to provide feedback on student progress to schools and ministries as well as to provide a basis for remedial help.

## Functions of the TVET Specialist

The TVET Specialist will be responsible though the Director of the Unit for providing advice and support to the OERU on all matters related to the implementation of the TVET, Adult and Continuing Education project. More specificially the specialist will be responsible for:

(a) co-ordinating and integrating capacities of the OECS in fields related to TVET, adult and Continuing Education;

(b) advising on needs, matters, and issues related to TVET, Adult and Continuing Education;

(c) Co-ordinating the activities of Agencies and consultants in these areas;

(f) reporting on related activities and initiatives.

## Functions of the Tertiary Education Specialist[6]

The tertiary Education Specialist will be responsible through the Director of the Unit for providing advice and support to the OERU on all activities concerning the formulation, preparation, and implementation of initiatives related to the tertiary education project of the OERS. More specifically the specialist will be responsible for:

(a) facilitating, through the Unit, the collaboration of efforts of Ministries of Education and Tertiary level institutions in and outside of the OECS (in particular UWI) in the planning and implementation of tertiary education initiatives and strategies;

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[6] It is hoped that this specialists could be provided through LOME IV.

(b) assisiting the Secretariat in its efforts to obtain support from Agencies and Partners for tertiary education development and the co-ordination of such efforts;

(c) co-ordinating and monitoring externally-funded or assisted tertiary education projects (e.g. Lome projects) and organising meetings, visits, and consultations necessary to facilitate project implementation;

(e) producing documents, reports, as required by the Director providing details as to work schedule and implementation.

All officers will be expected to work collaboratively with the other specialists at the OERU. These specialists together will constitute the main planning, implementation and monitoring force of the Unit and their integrated functioning is therefore critical to the success of the reform. The specialists must also be committed to the transfer of skills.

# SECTION 5

## ACTION PLAN FOR THE IMPLEMENTATION OF THE OERS

Item (c) of the Facilitator's Terms of Reference was concerned with preparing a detailed action plan for the regional components of the reform agenda.

The OECS Education Reform Programme is conceptualized to do three main things: to strengthen OECS policy decision making capacity; to support, implement education reform initiatives; and to manage the OECS Education Reform Programme so as to:

A. **Improve the quality of and access to Basic Education**

This component of the programme focuses on developing appropriate arrangements and strategies to ensure that people in the OECS Member States are adequately provided with basic education as defined on page 72 of the OECS Education Report: Foundation for the Future. It is assumed that this forms the basis for any realistic development.

B. **Improve the quality of and access to TVET, Continuing and Adult Education**

This segment of the programme is concerned with developing appropriate TVET, in particular with training, retraining, and school-to-work transition systems, adult, and continuing education strategies. It also focuses on self-employment and the development of entrepreneurial skills; and the forging of adequate linkages between basic education, TVET, national tertiary education systems, Centres of Specialization in the OECS, and other related institutions in and outside of the region.

C. **Improve the quality of and access to Tertiary Education**

This component of the programme focuses on the development of affordable tertiary systems that provide the highest possible level of appropriate education and training to the largest number of people through the most effective and efficient local institutions, Centres of Specialization, and through the development of backward and forward linkages with other local and external institutions and initiatives.

It is expected that the programme will be implemented in two broad phases. It is expected that the focus in phase one (January 1994 - December 1994) will be on the mechanics of implementation and the development of systems, structures, and initiatives in member states to facilitate the development of the reform.

This will include among other things:

1. The appointment of a Director.
2. The formal establishment of policy and decision making bodies.
3. The installation of:

    (a) The Reform Council
    (b) The Education Committee
    (c) National Reform Councils

4. The establishment of the Education Reform Unit.
5. The development and approval of a short, medium and long term plan for executing the reform.
6. Providing assistance to member states in specific areas to facilitate local implementation of reform initiatives.

In phase two, the focus is expected to be on the actual execution of the short and medium term plans of operation. This is expected to cover a period of seven years beginning about mid 1995. This will include:

(1) Execution of approved work plans.
(2) Formative evaluation and monitoring initiatives.
(3) A systematic mid-term evaluation (end of year three).
(4) Review of work plan.

**Scope of Work**

The Work Breakdown structure (Figure 5.1) presents the first, second and third level activities and the related sub-activities to be undertaken in order to achieve the programme purpose and the outputs. The three levels of activities are designed to:

(a) strengthen sub-regional policy and decision making capacity through the establishment and functioning of strategic sub-regional co-ordinating structures and systems; (The related sub-activities are listed under Activities 1101 to 1106 and Activities 1201 to 1215);

(b) provide support for education reform initiatives: (The related sub-activities are listed under Activities 2001 to 2005);

(c) to manage and provide support for the OECS Education Reform Strategy: (The related sub-activities are listed under Activities 3001 to 3009).

**ACTIVITY 1100** Strengthen sub-regional policy, decision making and implementation capacity

The major outputs from this component of the programme will be the establishment and functioning of the structures to develop the policies and provide direction to the OERS. It is expected that CIDA, through ECERP, will provide support for developmental and initial activities of the two main bodies, the OECS Education Reform Council (OERC) and the OECS Education Committee (OEC). It is expected that member states will form National Reform Councils or Committees for internal consultations, policy formulation, development, and review, and establishing appropriate linkages with the OERS central mechanisms.

**ACTIVITY 1101** Develop TORs for OERC, OEC, and NRC

Broad draft terms of reference (TORs) have been defined for the OERC, OEC (and to a lesser extent the NRCs) which describe their formation, mandate and interrelationship with other Reform bodies. It is expected that the OERC and the OEC will, at their first meeting, determine their own procedures and functions in more specific terms. The OERU will assist National Ministries in the preparation of the TORs of the NRCs as requested.

**ACTIVITY 1102** Prepare and Enact Required Legislation

Existing national and OECS legislation and regulations will be reviewed and, if necessary, revised and/or supplemented to facilitate the functioning of the Reform Council, the Education Committee and the National Reform Committees.

**ACTIVITY 1103** Establish Council, Committee and NRC

It is expected that the OECS, OEC and NRCs will be formally established by the Ministers of Education during their meeting in Grenada in October, 1993.

**ACTIVITY 1104** Provide Support for OERC, and OEC Activities

ECERP will allocate funds for the start-up costs and activities of OERC and OEC including support to attend meetings, workshops and seminars. It is expected that CIDA, through ECERP, will provide support to the Council and the Committee for four and five years respectively, but at a diminishing rate from the third year. OECS members states will therefore be required to meet these costs fully by the sixth year of the programme. CIDA has also provided funding through a contribution Agreement to support pre-ECERP activities.

**ACTIVITY 1105** Establish OERU

The OERS report, approved by the OECS Ministers of Education, recommended the establishment of an OECS Education Reform Unit within the OECS Secretariat. The Unit is to be the principal institution responsible for the implementation of OERS policy as formulated by the Council and ratified by the OECS Authority. It is envisaged that the Reform Unit shall comprise a Director, three or four professional staff and necessary support staff. The mobilization and staffing of the Unit will be commensurate with the scope of work of the reform process, both in terms of members of staff and their qualifications. In addition to staffing, establishment of the OERU will require obtaining facilities, preparing job descriptions, designing operating procedures and systems. The Unit should be established by the Ministers during their meeting in Montserrat in November 1993. The Unit will function with limited staff until ECERP comes into being about mid 1995.

**ACTIVITY 1106** Appoint Director of OERU

It is expected that the Director of the Unit will be appointed by the Ministers of Education during their November 1993 meeting. The Director shall be appointed on the recommendation of the Director General of the OECS. The Director will be responsible to the Education Reform Council through the Director General. The functions of the Director are outlined in Section 4.

**ACTIVITY 1200** Implement Start-up Activities

This component of the programme is concerned with initiatives and activities at the national and sub-regional levels that must be implemented in preparation for the smooth execution of major reform projects under ACT 2000. It is expected that the initiatives under ACT 1200 will be implemented during the period January 1994 to at least December 1994.

**ACTIVITY 1201** Hold Meetings of OERC

It is expected that OECS Ministers of Education will meet in November, 1993 and that Ministers will act on the OERS implementation report. It is expected that they will, among other things, establish the OERC, OEC and NRCs; establish the OERU; appoint the director of OERU; and commit where necessary required resources to support the OERS during the start-up phase. At their next meeting, Ministers will be required to review and approve the overall work plan and proposals of the OERU including ECERPs Inception Plan. It is expected that ECERP funding will become available by April 1995.

**ACTIVITY 1202** Hold Meetings of OEC

The first meeting of the OEC is planned to take place during the latter half of 1994 at which time members will be briefed on the status of OERU activities and will have an opportunity to make their first input into reform proposals.

**ACTIVITY 1203** Assist member states in preparatory Reform Work

Though the purpose of the OERS is stated as strengthening the capacity of OECS states to plan, manage, implement education reform through sub-regional cooperation it is generally accepted that according to Charles (1993) "the fullest attention must be paid to the management of the reform process at the national level as well." Island representatives have identified four priority areas: (a) Strengthening information systems; (b) Developing appropriate strategies for school Performance Reviews and Teacher Appraisal; (c) Strengthening planning, programming, implementation capacity; (d) Harmonization of the systems through common designation and specification of classes/groups at primary and secondary levels. These initiatives will be pursued using available expertise in Ministries of Education in member states as much as possible.

**ACTIVITY 1204 - 1206** Commission studies, reviews, reports

More detailed studies and analyses will be required for a number of proposed projects including, staff training and development, the development of a curriculum production centre, teacher resource centres, and multi-purpose centres, and the introduction of system-wide student assessment. Studies will be conducted during the start-up period.

**ACTIVITY 1207** Provide office and operation space for OERU

A minimum of 2000-2500 sq ft of space will be required for the proper functioning of the Unit. A study of the available landspace at the OECS Central Secretariat in Castries, St. Lucia has been conducted and appropriate proposals are available for the construction of Unit space at an estimated cost of EC$450,000 and within a six-month period. Under the proposed management plan for ECERP, CIDA is expected to provide financial support for the rental of office space over a seven year period. It has been noted, however, that the accumulated rent (EC$3-4000 per month) over a seven year period would almost cover the cost of building an appropriate structure, provided that the land was made available by the OECS.

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**ACTIVITY 1208** Hold meeting of Island Representatives

A fifth meeting of Island Representatives is proposed for April 1994. The purpose of the meeting is to keep the momentum going between meetings of the OERC and before the OEC comes into being. More specifically the Island Representatives will: (a) continue work on the draft education standards; (b) review progress under Act 1203, Act 1204 and Act 1205; and (c) advise on the development of the Unit work plan.

**ACTIVITY 1209** Provide support for Unit

This activity is concerned with providing support to the OERU during the period January 1994 to December 1994. This support will include: (a) adequate secretarial services; (b) adequate administrative services; (c) part-time technical assistance and (d) appropriate equipment and supplies.

**ACTIVITY 1210** Carry out staff search

In a sense this process has begun. Several persons from the English-speaking Caribbean have demonstrated their interest in working with the project by submitting CVs and other written details about themselves. It is expected that the formal process will begin about April 1995. The Unit will be responsible for designing job specifications and establishing staff structures and operating procedures.

**ACTIVITY 1211** Appoint staff

Staff will be appointed as soon as ECERP funding becomes available and in accordance with OECS practices and procedures.

**ACTIVITY 1212** Prepare work plan and Inception Report (ECERP)

It is anticipated that funding from CIDA under ECERP[7] will come on stream by mid 1995. It is expected that the Unit will therefore have its full complement of specialist staff very soon afterwards. The Unit's work plan (short and medium term) will be prepared with the assistance of staff during the middle of 1995. Each specialist will be expected to prepare and present to the OERU Director a written plan of work in keeping with the terms of his/her assignment.

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[7] Under the terms of the Management Plan for ECERP, CIDA. Project No. 253/17184, it is expected that ECERP will provide full funding for the operations of the Unit for the first four years and that these costs will be phased over to the OECS during the last three years of the project.

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The plan will include overall goals, strategic objectives, activities to achieve stated goals, and means of monitoring and evaluating progress. The overall work plan will follow the same format. It is also envisaged that the CEA will provide a full-time senior education specialist to the OERU in St. Lucia. According to the terms of the management plan (ECERP) the senior education specialist will be skilled in organizational development, have management and project implementation experience and will assist the OERU Director in planning and implementing the reform strategy. It is expected that the CEA and OERU will also prepare and submit an Inception Report to the PSC within three months of the signing of the agreement between CIDA and the CEA. Details of the Inception report (which will be a component of the overall work plan) are clearly outlined in the Management Plan (ECERP) drafted by CIDA consultants and OECS personnel in May 1993. An equipment list (comprising computer hardware, software and peripherals, communications and office machinery, office supplies and furnishing) will be developed with the overall work plan.

### ACTIVITY 1213 Collaborate with Agencies and Partners

A significant number of Agencies and Partners have been involved in the development of education in the OECS countries over the years. These institutions include BDD, CARICOM, CDB, CIDA, CXC, EU, GTZ, OAS, UNESCO/CARNEID, USAID, UWI/OUS and WB. In addition, agencies such as CUSO, Peace Corps, and VSO have made, and continue to make significant contributions to education in member states. The OECS Education Reform Strategy is expected to maintain and strengthen these relationships but in a more cooperative, collaborative and organized manner.

### ACTIVITY 1214 Present work plan to OEC and OERC

It is expected that the overall work plan, including the ECERP Inception Report, will be presented to the OEC and finally to the OERC at the proposed meetings in October 1995. The OERC will be responsible for approving the plan of work.

### ACTIVITY 1215 Carry out Public Relations activities across member states

It is purposed that the Unit should mount a major campaign to inform and involve the greatest number of people possible in the OERS. It is expected that this will be done through radio and television programmes, in face-to-face meetings across member states, and through the production and distribution of appropriate brochures and other print material.

**ACTIVITY 2000** Support, implement education reform initiatives

On the basis of current and expected trends it is assumed that in the future, the jobs with a career path will require a broad array of skills, including: the basic skills of reading, writing, listening, speaking and Mathematics; as well as higher-order thinking skills, such as the ability to solve problems, make decisions and think creatively. In addition, motivational skills, such as maturity, responsibility, effort, and self-esteem will also be very important. The jobs of the future will also require competence in areas, such as the allocation of resources, working with information, understanding systems, utilizing technology and interpersonal and teamwork skills.

It is understood too that manufacturing is rapidly becoming a science-based activity and that trends in materials science, control theory, and artificial intelligence combined with the application of computers, communications technology, and information science techniques, will lead to unimaginable revolutionary changes. The OECS reform effort must therefore be concerned with: the relevance of the curriculum, the equitable improvement in the quality of and access to education (especially at the secondary level); the capacity of the education system to recruit, train and retain staff; developing the institutional capacity to manage both at the micro and macro levels of the system; the systematic fusion of the formal education sub-system with the non-formal and informal sub-systems; the development of appropriate TVET, Continuing, Adult and Tertiary Systems, and developing appropriate linkages between all of these sub-systems.

The priority areas for intervention have been identified by OECS (1991) Charles (1992) and through country consultations with the OECS Education Facilitator as:

(a) Curriculum development review and monitoring.
(b) Teacher Education, training, professional development and welfare.
(c) School management, training.
(d) Development and use of systematic student assessment procedures.
(e) Macro management; training.
(f) School performance reviews.
(g) Enhancement of data gathering and system-improvement oriented research activities.
(h) Improvement and modernization of the school plant.
(i) Improved TVET, Continuing and Adult Education Systems.
(j) Improve Tertiary Education Systems.

**ACTIVITY 2001** Review priority initiatives and projects related to Basic Education; TVET Continuing and Adult Education; and Tertiary Education

The implementation of the OERS is currently organized around 12 interrelated projects or major focus areas based on the considerations above and arrived at through the recommendations of OECS Education Reform Report, the Charles Report, the Report emanating from the Workshop of Senior Education Managers held in St. Lucia in September 1992, and subsequent country consultations.

During the preparation of the first work plan of the Unit (including the ECERP Inception plan) the various projects, sub-projects, initiatives, and studies related to Basic Education; TVET, Continuing and Adult Education; and Tertiary Education will be reviewed, prioritized, and submitted for the approval of the PSC, OEC and OERC. Subsequent annual work plans will review on-going efforts and identify other studies, sub-projects, and initiatives for approval and implementation in each work plan year.

Identification and review of initiatives will be carried out in the context of continuous interaction with national Ministries of Education, National Education Reform Committees, the OECS Education Committee, and Agencies and Partners operating in the region. It is expected that the experiences gained from this type of interaction will assist significantly in the development of indigenous expertise.

### ACTIVITY 2002 Establish Selection and Approval Criteria

To be eligible for selection, a submission must have the agreement of the appropriate national or sub-regional authority. Reasonably accurate information should be provided on initial capital costs, expected recurrent costs in the short and long run, and the level of technical and human resources required. In addition, details should be provided on the general and specific objectives to be achieved, the expected outputs, the educational and economic benefits to be derived, the time frame in which results are expected, and other considerations such as gender and environmental issues where appropriate. Final proposal approval will be the responsibility of the Education Reform Council. It is expected that proposals will normally be submitted for approval with the annual work plan through the OECS Education Committee.

### ACTIVITY 2003 Consult with and support member states

The various reform initiatives are expected to improve the state of education in OECS countries in keeping with the expressed OERS goals. Past constraints to effective and efficient delivery of quality education need to be identified and overcome. Appropriate mechanisms and structures for adequate consultation between OERU and member states, and among member states to facilitate the sharing of experiences and the provision of technical assistance must be developed. The OERU must also endeavour to provide assistance to member states to get them started on their initiatives and to identify and help secure the human, material, and financial resources necessary for their implementation.

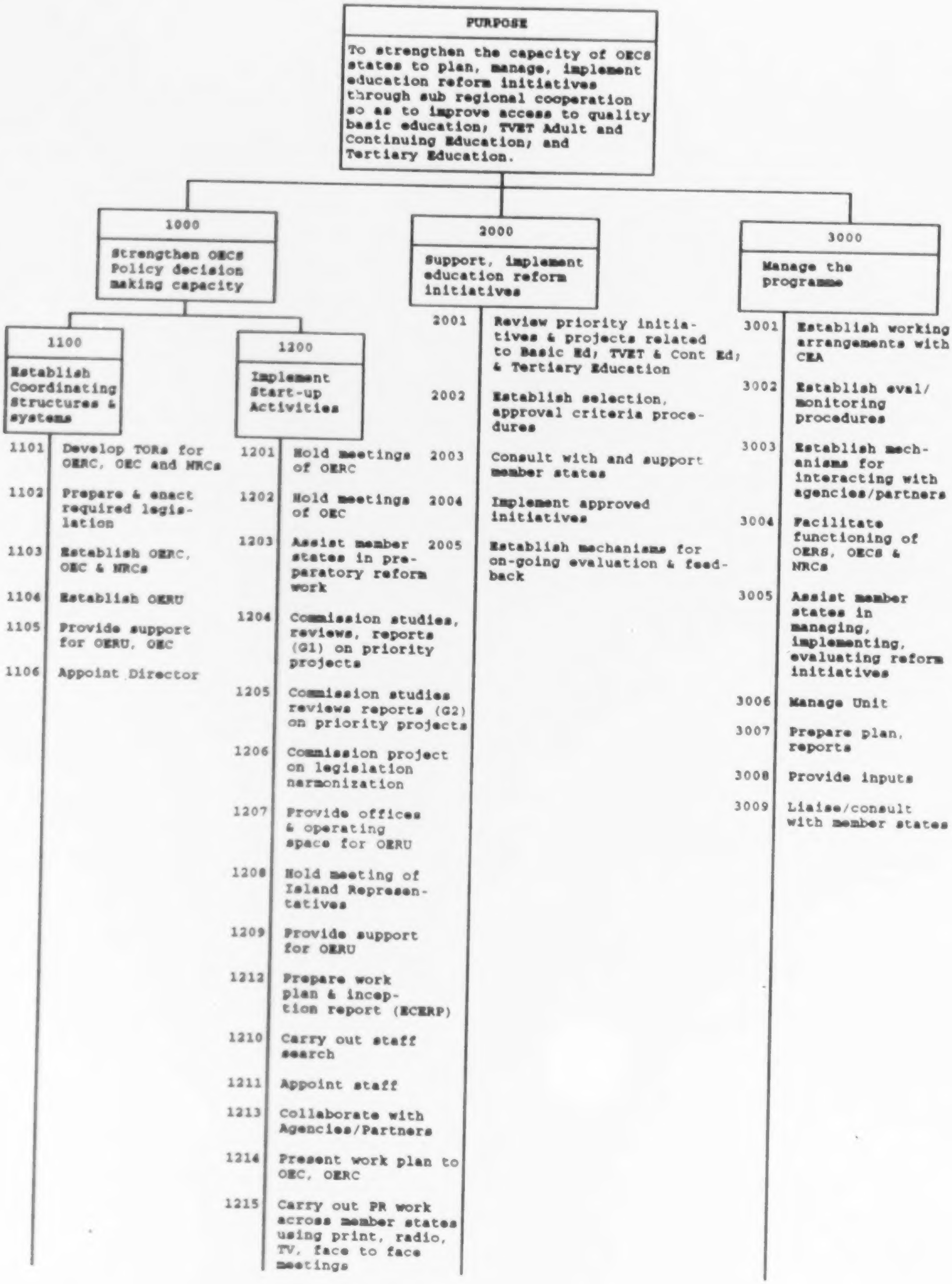
**ACTIVITY 2004** Implement Approved Initiatives

This activity will constitute the largest component of expenditure and will be the driving force of the reform effort. Terms of reference will be prepared during the development of the overall work plan and the ECERP inception plan, outlining the procedures and project management systems to be followed in carrying out studies, projects, sub-projects and initiatives. The OERU will be responsible for facilitating the implementation of approved initiatives which are sub-regional in nature, and member states (with assistance from OERU, whenever possible) will assume responsibility for national initiatives. The OERU will be responsible for accounting for disbursement of funds related to OERS activities under its control. It is expected that the OERU will use the finance and administrative services of the OECS Secretariat in setting up the financial management, and accounting systems.

**ACTIVITY 3000** Manage the Programme

This component outlines the main management activities of the OERU and the OECS and will require significant consultation and negotiation with the CEA, Agencies and Partners, OECS Secretariat, OERU staff, and member states. The specific details of these activities will be worked out during the development of the ECERP Inception Plan, and overall work plan for the OERS.

(Fig 5.1) OERS WORK BREAK DOWN STRUCTURE



- **PURPOSE**: To strengthen the capacity of OECS states to plan, manage, implement education reform initiatives through sub regional cooperation so as to improve access to quality basic education; TVET Adult and Continuing Education; and Tertiary Education.
  - 1000 Strengthen OECS Policy decision making capacity
    - 1100 Establish Coordinating Structures & systems
      - 1101 Develop TORs for OERC, OEC and NRCs
      - 1102 Prepare & enact required legislation
      - 1103 Establish OERC, OEC & NRCs
      - 1104 Establish OERU
      - 1105 Provide support for OERU, OEC
      - 1106 Appoint Director
    - 1200 Implement Start-up Activities
      - 1201 Hold meetings of OERC
      - 1202 Hold meetings of OEC
      - 1203 Assist member states in preparatory reform work
      - 1204 Commission studies, reviews, reports (G1) on priority projects
      - 1205 Commission studies reviews reports (G2) on priority projects
      - 1206 Commission project on legislation harmonization
      - 1207 Provide offices & operating space for OERU
      - 1208 Hold meeting of Island Representatives
      - 1209 Provide support for OERU
      - 1212 Prepare work plan & inception report (ECERP)
      - 1210 Carry out staff search
      - 1211 Appoint staff
      - 1213 Collaborate with Agencies/Partners
      - 1214 Present work plan to OEC, OERC
      - 1215 Carry out PR work across member states using print, radio, TV, face to face meetings
  - 2000 Support, implement education reform initiatives
    - 2001 Review priority initiatives & projects related to Basic Ed; TVET & Cont Ed; & Tertiary Education
    - 2002 Establish selection, approval criteria procedures
    - 2003 Consult with and support member states
    - 2004 Implement approved initiatives
    - 2005 Establish mechanisms for on-going evaluation & feedback
  - 3000 Manage the programme
    - 3001 Establish working arrangements with CEA
    - 3002 Establish eval/monitoring procedures
    - 3003 Establish mechanisms for interacting with agencies/partners
    - 3004 Facilitate functioning of OERS, OECS & NRCs
    - 3005 Assist member states in managing, implementing, evaluating reform initiatives
    - 3006 Manage Unit
    - 3007 Prepare plan, reports
    - 3008 Provide inputs
    - 3009 Liaise/consult with member states

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# SECTION 6

# PROJECT OUTLINES

This section provides a more detailed description of the twelve inter-related project areas on which the implementation of the Education Reform Strategy might be based. In some cases it has been relatively easy even at this early stage to define, in specific detail, the various components and resource needs of projects, in others it has been extremely difficult to provide specific details that are likely to be meaningful.

**PROJECT NO. 1**

## 6.1 OECS EDUCATION REFORM STRATEGY

| | | |
|---|---|---|
| 1. | **Project Title:** | Upgrading the primary school plant |
| 2. | **Executing Agency:** | Ministries of Education (Member States) |
| 3. | **Estimated Cost of Project:** | EC$108m[8] |
| 4. | **Purpose of Project:** | To improve the primary school infrastructure (building equipment, material and supplies) so as to develop a school environment which is more conducive to the teaching/learning process. |

5. **Background Information and Project Justification:**

Current enrolment rates at the primary level in the OECS are close to 100 percent. Despite rapid population growth over the last 40 years, spectacular improvements have been achieved in the sub-region in the provision of free primary education. Prevailing concerns, therefore, are not about putting children into primary schools, but rather about the equity, relevance, and quality of the education provided.

While free primary education is a major achievement, it is not always supported by appropriate school buildings, school environment, equipment and material. Many schools, especially in the Windwards are depressingly overcrowded. Many schools are located in old, dilapidated wooden structures which belonged to a church or private person or group. Many of these structures, especially in the case of church buildings, were constructed to serve as churches, makeshift cinema halls, and dance halls and so were designed as large one-room structures. Other school buildings are in poor shape because they are not properly maintained, or because of lack of funds, or delays on the part of Ministries of Works to execute adequate maintenance.

Schools with poor physical infrastructure are located in both urban and rural areas, but the schools in rural or semi-rural areas are generally in the worst shape. In an era where people clamour for equality and justice it is difficult to maintain the inequitable situation whereby schools with extremely poor facilities co-exist with newly-built structures with modern facilities.

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[8] US$1.00 = 2.70

Of the 466 primary schools in the OECS member states, 73 were listed as requiring extension, 78 requiring major rehabilitation and 33 in need of replacement (OERS Survey, 1993. The survey also showed that 102 schools were without telephones, 27 without electricity, 219 without a single typewriter, 45 without a principal's office, 202 without libraries and almost 400 without science rooms. The Project is intricately linked into other reform initiatives such as: attempts to provide appropriate pre-service and in-service training for primary school teachers; curriculum development and reform; student assessment at all grade levels; the use of Teacher Resource Centres; and the systematic training of principals.

The OECS Education Reform Strategy has as its main objective the enhancement of student achievement and increased internal and external efficiency of education systems in member states. The concomitant efforts to improve curriculum including the modification of modes of delivery, the development of critical thinking and higher order skills, and providing appropriate grounding in Science and Technology cannot be adequately pursued in the condition of many primary school plants. The associated goal of improving access at the secondary level will only be of nominal value if the quality of education provided at the primary level is substandard. Current efforts to improve school management and teacher professionalism will also be extremely difficult to achieve if teachers and principals have to work in crowded, dilapidated plant with little by way of equipment and materials. These conditions demoralize teachers and principals, demean them in the eyes of the community, discourage their professional commitment, and obviously affect student performance. In addition, poor working conditions in education affect the perceived status of teaching and make recruitment and retention of appropriate staff extremely difficult.

Based mainly on single-level regression analysis research there has been the suggestion that the principal areas for investment for improving education effectiveness are: the curriculum, learning materials, instructional time, classroom teaching and students learning capacity. It is extremely difficult, however, to separate these from the mediating effects of inappropriate plant. There is significant research to show that poor working conditions discourage teachers and that poor working conditions include both shortages of basic instructional materials and inadequate school plant (Lockheed & Verspoor 1989). One may conclude from the available research evidence that beyond a certain level of spending on plant (and also instructional materials) the returns are minimal. It is difficult and dangerous to conclude, however, that investment in school plant is not a priority area.

## 6. **Project Description:**

The Project is concerned with renovating, repairing, extending and replacing inadequate school buildings; providing very basic education facilities, materials and equipment and the fencing of school compounds for the security of children and staff in accordance with draft standards for basic education in the OECS.

The responsibility for upgrading and expanding school plant rests with member states. The major issue now is the realistic assessment of needs. Member states, through their Island Representatives, have begun work on specific data gathering, and draft design standards in education that include draft input standards. These input standards will include recommendations on minimum school plant standards required to deliver the improved curriculum. Member states will also be collaborating on design specifications for primary schools and prototype laboratories and other specialized facilities. Assistance will be provided through the OECS Secretariat to implement these initiatives during 1993/4.

7. **Cost estimates:**[9]

The total cost of upgrading physical structures of primary schools in member states is estimated, to be at least EC$100m and a further EC$8.0m will be required, initially, to provide basic facilities, equipment and material. This is a massive amount for eight member states with a total population of about half a million. Individual member states will therefore have to determine specific priorities.

Assistance is required for a detailed costing and more in-depth analysis of the situation by territory. Consideration will have to be given to the recurrent cost implications with respect to building maintenance and replacement of consumable materials and supplies. In most of the territories, there is available expertise to participate significantly in the preparatory project work.

8. **Expected Outcomes:**

The main outcomes anticipated from this project include:

1. Improved student achievement and higher teacher motivation resulting from the creation of an improved ambiance and the provision of modern facilities conducive to effective teaching and learning.

2. A changed perception of the professional status of teachers and of teaching as a career based on improved working conditions and facilities for teachers.

3. Improved curriculum delivery and application through better facilities designed to facilitate this.

4. Greater equity in the basic education system resulting from amelioration of the facilities in rural areas and the implementation of minimum school plant standards.

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[9] **Estimates are calculated on the basis of an average construction cost of EC$120.00 per sq ft and equipment costs of approximately EC$15.000 per school.**

PROJECT NO. 2

## 6.2 OECS EDUCATION REFORM STRATEGY

1. **Project Title:** Expansion and upgrading of secondary school plant

2. **Executing Agency:** Ministries of Education (Member States)

3. **Estimated Cost of Project:** EC$60m[10]

4. **Purpose of Project:**

The project aims at increasing student places at the secondary level and modernizing and rehabilitating the physical plant. This includes school buildings, furniture for students and teachers, and equipment, facilities, and material for both teaching/learning and administration to meet the high demand for secondary education in all member states. The medium term goal is to provide access to at least 75% of the school age cohort.

5. **Background Information:**

Currently there are 97 secondary schools in the OECS member states with total enrolment of about 39,900 students (OERS Survey 1993). The size of the secondary school age cohort (12-17 yrs), however, is estimated at over 80,000. There is significant variation in net enrolment levels across member states ranging from almost 100 percent in St. Kitts and Nevis to about 40 percent in St. Vincent and the Grenadines. On the whole the Windward Island states tend to have enrolment rates below 50 percent. The high proportion of students not gaining access to secondary education coupled with the extremely high demand from parents and students point to a potentially explosive situation in many territories.

In addition to the problem of access in member states, 27 of the existing schools were listed as requiring extension, 19 requiring major rehabilitation and at least 5 needing total replacement (OERS 1993). There were at least 15 schools without libraries of any kind and few schools with even a single computer.

The inadequate output of qualified young people coming out of the secondary school system is regarded as one of the most serious impediments to development in member states. Currently, about 24% of students sitting CXC examinations get four or more subjects.

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[10] US$1.00 = EC$2.70.

This represents less than 8% of the entire secondary school age cohort. This has significant implication for the overall Human Resource Development effort, for it is from the pool of secondary school graduates that teachers, civil servants, prospective technicians and scientists, and middle and higher level private sector workers must be recruited. Secondary education also improves the productivity and capacity of the self-employed.

The project is intricately linked into other reform initiatives such as: attempts to provide appropriate pre-service and inservice training for secondary school teachers; curriculum development and student assessment at the lower secondary levels; support for non-graduate teachers through associate degree programmes delivered in member states, in the key areas of English, Mathematics, and Science.

6. **Project description**:

The project consists of the following components:

(a) Building extensions to 27 overcrowded schools

(b) Major rehabilitation of about 20 schools

(c) Reconstruction of 5 dilapidated school plants

(d) Construction of at least 6 new schools

(e) Providing appropriate affordable furniture, equipment, material for all secondary schools in accordance with draft standards for basic education in the OECS.

The responsibility for upgrading and expanding school plant rests with member states. The major issue now is the realistic assessment of needs. Member states through their Island Representatives have begun work on specific data gathering, and draft design standards in education that include draft input standards. These input standards will include recommendations on minimum school plant standards required to deliver the improved curriculum. Member states will also be collaborating on design specifications for secondary schools and prototype laboratories and other specialized facilities. Assistance will be provided through the OECS Secretariat to implement these initiatives during 1993/4.

7. **Estimated cost**:[11]

The cost of the project is estimated at about EC$60m. Assistance is required for a detailed costing and more in-depth analysis of the situation by territory. In some territories, private[12] schools constitute a significant proportion of secondary schools; in others, rationalization of existing plant might be a major issue.

8. **Project Justification:**

Educational advancement represents, for the bulk of the population, one of the few acceptable available avenues for social and economic mobility. From a public perspective, an educated labour force is critical to the survival of small natural resource-scarce island states in a global economy that requires flexibility and high level technical and scientific skills. Given the significant efforts and sacrifices that all OECS states have made to provide virtual universal primary education over the years, the current wastage of human potential through low access to secondary level education ought not to continue. The expansion and upgrading of secondary plant is therefore urgently required.

9. **Expected Outcomes**:

As a result of this project, it is expected that the following will be achieved:

1. Significant quantitative improvement in the general educational level and productive capacity of the workforce as a consequence of greater access to secondary education.

2. Improved student performance at the secondary level and the creation of broader professional career options for a larger proportion of the youth population.

3. Rationalization of existing educational plant in accordance with strategic educational needs, demographic trends and existing resource capacity of member states.

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[11] Estimates are calculated on the basis of an average construction cost of EC$120.00 per square foot and equipment costs of approximately EC$10,000 per school. If computer laboratories are included equipment cost could rise to over EC$120,000 per school.

[12] Private is also variously defined. In some cases, governments provide almost all the funding for staffing, equipment and plant maintenance, in other situations private schools receive a small subvention and yet in others support is only by way of government bursaries to students.

**PROJECT NO. 3**
**Component A**

## 6.3A OECS EDUCATION REFORM STRATEGY

1. **Project Title:** Upgrading Teacher Skills

2. **Executing Agency:** OECS Education Reform Unit
Teacher Education Institution U.W.I.
Ministries of Education

3. **Estimated Cost of Project:** EC$250,000 (For developing new Teacher Training Programmes)

4. **Purpose of Project:**

The project aims to upgrade the academic background and teaching skills of the 7,500 teachers in the OECS to improve their professionalism and welfare, so as to improve students' chances of mastering the intended curriculum.

5. **Background information:**

Central to the problem of reforming education is the issue of providing an environment in which there is a high probability that the majority of students will master the intended curriculum. It is established later in the report that there is little difference world-wide in the composition of the intended curriculum especially at the primary level. One needs to go beyond what is generally expressed in the intended curriculum to what is actually implemented in the numerous classrooms by teachers and institutions of varying levels of efficiency across the OECS member states.

There is evidence that the instructional process is characterized in many of these classrooms by teachers:

(a) reading to the entire class usually from a regular textbook;
(b) writing entire lessons on the chalkboard for students to copy;
(c) writing long, time-consuming, and sometimes meaningless, repetitive exercises on the chalkboard for students to work (designed to free teachers while they chat with each other, day dream, or study their own work).

In many cases there is inadequate substance, structure, and sequence in what is presented. There is also little by way of attention to higher order thinking, guided practice, and linkage with past, current or future instructional activities. Many lessons are also packed with inaccurate material, and, in general, there are few attempts to vary teaching/learning strategies away from whole-group activities centred around the teacher alone.

It is assumed that these problems arise because of inadequate training, poor academic background and/or poor motivation on the part of teachers; inadequate instructional management in schools; and inadequate plant(including equipment and instructional material). This project focuses mainly on the education and training of teachers. The other issues are addressed in other projects.

Teacher education and training (basically an in-service arrangement) consists generally of a two-year full-time course of study at one of the seven institutions of teacher education and training in the OECS. The programme is designed and moderated by the faculty of education of the Cave Hill Campus of the University of the West Indies. Once the trainee teachers[13] successfully complete the programme they are deemed to be qualified teachers. Except for ad hoc, short courses/workshops usually run by local Ministries of Education, and generally in vacation time there are no systematic programmes of re-training or professional development. There is also no systematic mass training of secondary school teachers.[14]

In every one of the on-island consultations with the OECS Facilitator, the view was expressed that there is need for significant review of current teacher education and training efforts. People noted, for example, that the current programme is overloaded; the programme does not sufficiently recognize the needs of trainees who typically, are not well grounded in core subject areas; training is not geared to enable teachers to deal adequately with day-to-day classroom issues and problems; there were serious problems with respect to teachers capacity to teach Language Arts (Reading in particular), and Mathematics. It was felt that the programme focuses more on certification and access to university (ironically as a passport out of teaching) than on training competent practitioners.

Moveover, teachers represent a resource in relatively large supply in member states. Improving the quality of teaching in addition to current proposals to improve curriculum, school management and education - system management provide the key to improving and informing education in the sub-region. Furthermore, given the tight budget situations in all member states and the reality of dwindling aid flows to the region, it is clear that massive outlays will not be available for financing large amounts of new equipment, facilities, and material. In this context initiatives that better utilize existing staff and cater for improved development of new entrants represent the more promising options.

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[13] Trainee teachers are normally secondary school graduates or persons of lower academic background. Currently, member states require entrants to the programme to have at least four CXC subjects (including English) at General Proficiency.

[14] There are currently 32 trainees in a UWI/EC non-graduate teacher training project for secondary teachers in Grenada.

It was felt that no meaningful education reform could be achieved without a significant reorganization of initiatives in teacher education and training. It was felt too that teacher education and training must focus on two main issues: (a) subject matter knowledge (including linguistic competence, a key variable according to research evidence); (b) relevant pedagogical practices. (see pp. 112 - for more specific details on Teacher education training and welfare)

6. **Project Description:**

It is purposed that, in association with the UWI, Teacher Education Institutions, Ministries of Education and school representatives that teacher education and training programmes be reviewed during the 1993/94 school year and that recommendations be made for implementation during 1994/95[15]. The objectives of the study would be to:

(a) undertake a full review of the current full-time two-year teacher training programme and make recommendations on appropriate programmes for both primary and secondary school teachers;

(b) make recommendations on the development and coordination of training and professional development strategies outside the regular full-time programme;

(c) make recommendations on programmes that might he used for induction or initial training of teachers who enter the classroom before receiving formal training;

(d) made recommendations on the possible use of distance education approaches in teacher development;

(e) undertake teacher-opinion and student-opinion surveys to help inform the training strategies;[16]

(f) examine and make recommendations on structures and arrangements for developing, monitoring and reviewing the programmes and other teacher training strategies on an on-going basis;

It is further proposed that the overall teacher education, training and welfare strategies should have six main thrusts:

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[15] An initial meeting between OECS representatives and the Faculty of Education, UWI, Cave Hill is scheduled for September 13, 1993.

[16] There is a growing perception that schools are becoming unrewardingly boring and threatening environments for teachers and students. Appropriate training strategies must be based on an in depth understanding of the current needs, issues, problems and fears facing staff and students.

(a) improved initial (mainly full-time) education and training programmes for teachers of primary (including concentration on infant methods and the teaching of reading in particular) and secondary schools;[17]

(b) systematic programmes of on-going professional development ;

(c) systematic professional development of teacher trainers using distance education methods, conferences, regular training abroad;

(d) support for teacher growth and development via resource centres strategically placed to serve clusters of schools;

(e) appropriate reward\incentive schemes for schools and teachers; and

(f) appropriate use of the media and other means to provide adequate information to all actors and stakeholders.

It is expected that local Ministries will participate fully in the on-going discussions to reform teacher education and training programmes, and that with support from the Reform Unit appropriate local efforts will be made to train staff and provide structures to deliver the new programmes. Local Ministries will also have to decide on the package of incentives and rewards that they can afford.

## 7. Estimated Cost

It is expected that local Ministries will bear the cost of training teachers as they have done in the past. Assistance will be required, however for:

(a) carrying out the proposed study on Teacher Education and Training;

(b) supporting the possible non-traditional components of the programme such as: distance education, reward/incentive schemes, conferencing, development of resource centres, training of trainers, and other initiatives.

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[17] Given the relatively weak academic background of teachers in the sub-region, it is recommended that significant effort be made to provide an adequate knowledge base. A weak academic base creates problems in a variety of ways: concepts may be taught incorrectly or not at all; teachers are likely to avoid discussions that deal with content and hence not benefit from professional interaction with their peers. It is proposed that the OECS countries embark on a massive programme of member Associate Degrees for teachers, especially in the areas of Science, Mathematics and English. These programmes can be delivered in their entirety using currently available resources in Tertiary Institutions of almost all member states.

The costs related to this component (Component A) are expected to include mainly travel, travel related expenses, and facilitation.

| Components | Cost EC $ |
|---|---|
| Travel | 25,000 |
| Subsistence | 70,000 |
| Facilitation | 5,000 |
| Teacher/student Survey | 150,000 |

**EC$250,000**

8. **Expected Outcomes:**

1. Improved student achievement and higher teacher motivation resulting from the professionalization of the teaching service.
2. A changed perception of the professional status of teachers and of teaching as a career based on improved professional development and career opportunities.
3. Higher retention rates among teachers resulting from the improved career opportunities and specialized training opportunities.
4. Improved capacity for curriculum delivery (especially in core subject areas) and increased creative application in the classroom.

PROJECT NO. 3
Component B

## 6.3B OECS EDUCATION REFORM STRATEGY

1. **Project Title:** Upgrading School-management Skills

2. **Executing Agency:** Ministries of Education (Member States)
OECS Education Reform Unit

3. **Estimated Cost of Project:**

4. **Purpose of Project:**

The project aims to upgrade the management, administrative and leadership skills of the 500 principals (and senior teachers) at primary and secondary levels in the OECS and to provide the environment and support to facilitate the exercise of leadership and good management in schools.

5. **Background information:**

The reform strategy is expected to hinge significantly on school principals as first line managers who will play a critical role in the process of improving the quality of education in member states. Indeed education reform would be impossible without a substantial input from principals across the sub-region.

Principals in the sub-region generally come from the ranks of teachers, with no special training in management of organizations and few appropriate role models. At the primary level a mere 30 out of roughly 400 principals are university graduates. Little attention has been given to the systematic selection and preparation of principals and many principals (especially at the primary level) are required to teach on a full-time basis leaving little time for management and leadership of the kind now being demanded. The system can benefit from the situation, however, that many principals are committed to education as a life-long pursuit and wish generally to do the best job possible provided that they receive adequate training and support.

The framework of the effective schools movement is being used to provide a systematic way of looking at the role of the principal in school improvement. The framework assists Ministry personnel, principals, teachers, students and communities in focusing attention on agreed upon goals, processes, outputs and outcomes and areas in which training and professional development are required. In particular the following have been accepted as major school management areas: Goal/mission setting; development of annual strategic plans; management of instruction; staff evaluation, professional development, support and welfare; community relations; student performance and welfare; school climate, record keeping; and physical plant management.

It is proposed too that the new approach to school management will require that:

(a) principals be provided clerical and administrative support (such as paid secretaries and deputies);

(b) principals be allowed appropriate empowerment and room to manoeuvre;

It must be recognised, however, that neither a very loose nor a very rigid control over school functioning will be productive. There must be a proper balance between control and autonomy, decentralization and centralization, and such a balance will be subject to constant redefinition.

(c) systematic training and professional development opportunities be provided for principals and prospective or potential principals;

(d) appropriate incentives, reasonable physical plant and equipment be provided.

## 6. Project Description:

The project as proposed should have four main thrusts:

(a) Training of principals to at least certificate level.

It is proposed that the certificate programme be delivered on-island over a period of two or three summers with a maximum of about 30 principals and prospective principals in each batch beginning in 1994/95. These block sessions should be supplemented by monthly day-release sessions and distance education initiatives.

(b) Systematic on-going professional development

It is proposed that this component should include workshops, seminars, on-the-job attachments, regional and sub-regional conferences of principals and senior teachers, production of a handbook for principals and adequate support through journals, library resources and appropriate video material.

(c) Appropriate rewards/incentives.

These would include grants for system improvement oriented studies, support for sabbatical leave, and clerical and administrative support for principals.

(d) Regular, systematic school performance reviews based on current models in use in St. Lucia and Jamaica.

## 7. **Budgetary Elements**

It is expected that resources will be required for the following components of the project.

(a) Training of principals to certificate level
(b) Professional development
(c) Rewards/incentives
(d) School performance reviews

Assistance will be required in the development and implementation of component (a), (b) and (c) above.

## 8. **Expected Outcomes:**

Upgrading of School management skills is expected to yield the following significant outcomes:

1. Development of a capacity for effective school management and greater administrative efficiency in schools throughout participating member states in particular the management of instruction and the protection and adequate utilizational time.

2. Improved administrative and pedagogical articulation between the school and the central educational authorities; and between the school and other critical social sectors (parents, the denominational authorities etc).

3. Re-focussing of the educational system and the reform effort on the school as the central arena of change and innovation.

**PROJECT NO. 3**
**Component C**

## 6.3C OECS EDUCATION REFORM STRATEGY

1. **Project Title:** Development of Macro-Management Capacity

2. **Executing Agency:** Ministries of Education (Member States)
OECS Education Reform Unit

3. **Estimated Cost of Project:** EC$5.0m (Over a five year period)

4. **Purpose of Project:**

The project aims to provide systematic training and professional development opportunities for persons involved in the macro management of the education systems. These include Permanent Secretaries, Chief Education Officers, Education Officers, and Curriculum Specialists.

5. **Background information:**

The success of the OECS Education Reform Strategy, depends significantly upon what happens in the delivery of Education services in member states. The success of these efforts depend critically upon the strength of the managerial and institutional capacity of the systems in each country. Lockheed and Verspoor (1989) made the point that "Effective schools require effective school management; effective school management in turn needs to be supported by well-developed national and intermediary organizations that provide the necessary leadership and resources to enable schools to translate policies into action at the level where teaching and learning take place."

It is clear that the modifications that are called for in the OECS Reform Strategy such as in curriculum approaches, in student-centred learning, in the changing role of the principal, and the focus on the school as the major target for reform, will require significant changes in the approach to Education Management from one of inspection and supervision to one of support and collaboration and hightened interest in data and research. Significant investment in training and support will therefore be required at the macro level.

## 6. Project Description:

Strengthening the managerial and institutional capacity of the education system in member states will require attention to four problem areas: (a) undeveloped or inappropriate managerial capacity; (b) poor or inappropriate information systems; (c) ineffective organizational structures; (d) inappropriate reward/incentive systems.

The programme will have five main thrusts based on the areas outlined above:

(a) Formal training of officers in education management/administration and leadership. This will be done through a minimum of 8-10 scholarship/fellowships per year over a five year period awarded to senior education officials. The awards will be tenable at a training institution (preferably outside of the region).[18] These programmes could be both degree and non-degree but each territory should ensure that they plan for a range of skills that will complement currently available skills and facilitate the macro management of the system. Areas such as: Management; Measurement/testing; Evaluation; Curriculum Development; Effective Schools and School Improvement; Early Childhood Development and Education; Research and Management Information Systems. Education Planning are key areas.

(b) Systematic on-going professional development.

This component will include:

(1) Seminars, workshops, conferences.

(2) Distance education efforts (use of UWIDITE).

(3) Development of appropriate, affordable networking strategies (including computer networking and making use of electronic mail and electronic files) and transfers and access to library resources abroad.

(4) Production of a regular OECS journal for practioners.

(5) Provision of support equipment and facilities such as journals, reference material and video library.

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[18] This is to ensure that top officials from small island states get an opportunity to be exposed to a different and high-resource education environment.

It is expected that over a period of 3-5 years that all senior professional staff would have been exposed, in a practical and systematic way, to major issues and concerns such as: Goal setting; monitoring, evaluation strategies; communications; school law; networking and information management; negotiating skills; computers for managers; understanding and interpreting research; finance, accounting and budgeting. It is expected that these programmes would be offered through intensive 2-4 week workshops/seminars and facilitated by qualified local staff, UWI personnel, local private sector personnel, and appropriate staff from outside of the region.

(c) Development of appropriate affordable information systems.

This will be linked to other strategies such as student assessment systems, the Education Management information Systems, Research activities and development of the technical capacity for electronic access to electronic-mail and file transfer locally and inter-island. This facility would link Ministries and provide access to library and other resources at OECS and regional tertiary institutions and OECS Secretariat. It is expected that these facilities would enhance the development of managers, improve cooperation among regional and sub-regional officials, and encourage the utilization of information in policy making. This component should also include Regular Surveys of Education Managers (including Principals) possibly every five years.[19]

(d) Improving organizational structures.

Assistance will be provided, on request, from member states to study and review the organizational structures of Ministries of Education. Since organizational reform tend to be affected by legal barriers, this component of the project will be linked to the project on the harmonization of Education Legislation in member states.

(e) Providing appropriate rewards/incentives.

This will also be linked to component (b) above. It is expected that: resources will be provided for Education Managers to attend relevant conferences and seminars in and outside of the OECS; Senior Education Officials will be allowed regular sabbatical leave; Grants will be made available to Senior Officials to pursue system-improvement oriented research; grants should support travel, and per diem, and average grants should be about $3,000 with amounts ranging from $1,000 to $10,000. It is expected that grant proposals will be reviewed and authorized by a research committee set up at the OECS Education Reform Unit.

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[19] Education managers provide leadership for the sub-region's most essential industry... education. The surveys should be undertaken to help develop a reliable assessment of the profile of these persons to, among other things, include biographic data, their perceptions of issues, needs, problems, successes, levels of qualification and training, and comparability of these indicators across time.

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**Estimated Costs:**

| Components | Cost EC$ |
|---|---|
| Formal training (1 year)<br>10 - ten-month fellowship | 700,000 |
| Seminars/workshops | 10-20,000 |
| Conferences 20 persons (3 days each) | 30,000 |
| Distance Education initiatives | 30,000 |
| Networking structures at 8-12 sites | 200,000 |
| Production of regular<br>OECS journals for practioners (two per year) | 20,000 |
| Support equipment | 12,000 |
| Rewards incentives, sabbatical leave | 100,000 |
| Grants for studies | 50,000 |
| Review of organizational structures of Ministries of Education | 20,000 |

8. **Expected Outcomes**:

1. Development of a capacity for effective policy formulation and leadership in the educational sector marked by innovative thinking, competent management and vocational commitment.

2. Collaborative interaction at policy-making levels in the educational system supported by professional training, exposure to state of the art innovation and encouragement of indigenous research.

3. Organizational change in the Ministries of Education evidenced by systematic and on-going review of structures, functions and approaches, a problem-solving research agenda, and continuous professional revitalization at senior levels.

4. The development of a cadre of well trained officers in key areas spread across member states, and who can be used as facilitators or resource persons in their area of speciality. (A rapid deployment OECS Peace Corps).

PROJECT NO. 4

6.4

## OECS EDUCATION REFORM STRATEGY

| | | |
|---|---|---|
| 1. | **Project Title:** | Curriculum Development/Monitoring |
| 2. | **Executing Agency:** | OECS Education Reform Unit<br>Ministries of Education (Member States) |
| 3. | **Estimated Cost of Project:** | Component (A) EC$240,000 per annum<br>Component (B) EC$1.2m in capital costs and annual recurrent costs of $700,000 over 2 years. |

4. **Purpose of Project:**

The project has two broad interrelated aims. The first (Component A) focuses on curriculum harmonization, development, and monitoring efforts. The second (Component B) is concerned with establishing the capacity to develop and produce appropriate, affordable instructional material.

5. **Background to Project:**

It would be useful to indicate how the term curriculum is used here. Curriculum refers to:

(a) the goals of the instructional programme;

(b) the content of the instructional programme which includes all the learning experiences provided formally and informally by schools;

(c) the instructional strategies used to achieve stated instructional goals;

(d) the instructional materials, facilities, and equipment available to the school;

(e) the evaluation procedures used to assess whether the instructional goals are being and/or have been achieved.

One of the overwhelming concerns expressed to the OECS working group during the on-island consultations in May 1991, was that these countries, especially in the context of emerging geo-political and economic developments, cannot continue to survive as single units. In all territories, people pointed to the need for at least continued and deeper functional cooperation.

The greatest obstacles to integration were seen as insularity, mini-nationalism, and ultra chauvinism intensified by an education system and curriculum that, in people's view, socialized children to identify almost entirely with their own island. The current curriculum was therefore viewed as a hindrance to future integration efforts both at the OECS and the wider Caricom levels.

There was also widespread dissatisfaction with what people viewed as a curriculum that emphasized rote learning, was too academic in orientation, was irrelevant in many ways to Caribbean children, lacked articulation between levels, encouraged compliance rather than independence on the part of students, failed miserably in producing critical thinkers, and turned out youngsters who were utterly unprepared to meet the challenges of the world of work and continuing education.

At the professional level, educators complained that whereas some headway was made from time to time to develop curriculum in various areas there were few available mechanisms for curriculum monitoring and review. There were also concerns about: the lack of appropriate equipment and material to support the teaching/learning process, the absence of appropriate reference material for teachers, the absence of systematic training of teachers, principals and other education workers in dealing with new curriculum approaches and content, and few avenues for systematic feedback from classroom teachers on curriculum related issues and problems. There was also concern about the issue of equity. People argued that while the basic primary school curriculum might be defined in very much the same way within and across member states the actual implemented curriculum varied significantly as a result of many of the issues listed above; such as available equipment and materials, level of teacher competence, and management of instruction within schools. There is a clear need for establishing appropriate mechanisms to develop, review and monitor curriculum and provide support for classroom teachers.

The project has therefore three main objectives:

(a) Developing coherent, appropriately paced and sequenced, relevant instructional programmes at all levels of the system.

(b) Developing relevant, appropriate, affordable instructional materials to support the teaching/learning process.

(c) Setting up effective national and sub-regional bodies and strategies to develop, monitor, review curriculum.

## 6. Detailed project description:

### Component A

Component A of the project aims to put in place an appropriate, sustainable mechanism to allow for: appropriate curriculum development, curriculum review, and curriculum monitoring; enhanced capability to evaluate student performance in core subject areas in accordance with agreed upon standards; adequate training of teachers and related staff; dissemination of information and knowledge on curriculum matters; and the generation of ideas/proposals for the development of appropriate, affordable curriculum equipment and material.

It is expected that, through the leadership of the Curriculum Development Specialist located at the OECS Education Reform Unit, and in collaboration with Ministries of Education of member states, that appropriate mechanisms and structures will be established to develop, monitor and review curriculum in the OECS in keeping with the philosophy that those who implement the curriculum in the field must be intricately involved along with those responsible for administration, evaluation and examinations. More specifically it is expected that the following will be established:

(a) national subject committees and a mechanism for co-ordinating overall national curriculum efforts.
(b) a co-ordinating sub-regional curriculum committee.

It is expected that these committees will focus immediately on:

(a) Reviewing and monitoring the primary school curriculum in core subject areas;

(b) Developing curriculum in core subject areas at the lower forms (Forms 1 - 3) of the Secondary schools.

(c) Ensuring appropriate articulation between the primary and lower secondary curriculum.

(d) Developing appropriate curriculum to pursue the goal of multi-lingualism.

(e) Developing appropriate curriculum to meet the needs of special education students.

### Component B

Component B of the project aims to establish a sub-regional Curriculum Development Unit for production of curriculum materials and equipment including TV, radio, and video/audio tape material.

The centre could also be used to facilitate the production of: student achievement tests: student workbooks\worksheets in core subject areas. and at various grade levels: adult and continuing education material: and material for public relations and general information/communications initiatives. It is expected that the centre will require a structure of about 4-5.000 sq. ft. to house production areas. administration areas. and conference and workshop areas. In addition. the centre will require a full complement of professional. technical and administrative staff and appropriate. affordable equipment and material.

7. **Estimated Cost:**

Component A

This component is estimated to cost EC$240.000 per annum disaggregated as follows.

| | | |
|---|---|---|
| (i) | Survey and data gathering activities | 100.000 |
| (ii) | Travel and accommodation expenses | 80.000 |
| (iii) | Equipment/materials | 10.000 |
| (iv) | Travel and accommodation for curriculum specialist | 50.000 |

Component B

This component is estimated to cost EC$1.2m disaggregated as follows:

| | | |
|---|---|---|
| (i) | Building | 750.000 |
| (ii) | Materials/Equipment | 500.000 |
| (iii) | Annual staff salaries | 300.000 |
| (iv) | Annual recurrent non-salary costs | 100.000 |
| (v) | Staff training | 100.000 (over 2 years) |
| (vi) | Technical assistance ( 2 years) | 200.000 |

It is assumed that the centre will be a revenue generating institution through the sale of student workbooks. worksheets and other products. With well over 100.000 students at the Primary and lower secondary levels in the OECS. annual revenue from the sale of materials at a modest estimate of $20 per student is $2m. One of the issues raised consistently during the on-island consultations with the Reform Working Group was the extremely high cost of providing text books to students and the inordinate burden it placed on parents and guardians. Moreover. it was argued that many of these high-priced books were never or seldom used. It is expected that the proposed Curriculum Development Unit will respond to this problem by producing lower cost and more usable materials.

Technical assistance is required in the first instance for a more detailed analysis and costing of the project. Assistance will also be required eventually, for project support, in particular:

- (a) building and capital equipment
- (b) the services of a Project Co-ordinator for 1-2 years to design the project, co-ordinate the various activities and ensure its smooth implementation
- (c) training of local staff

## 8. **Expected Outcomes**:

The main benefits envisaged from the project are as follows:

(a) The redesign of curriculum based on the problems and experiences at the school level.

(b) The development of curriculum that is more relevant, interesting and challenging to students, and giving due consideration to environmental issues, gender issues and the plight of children from rural areas, high density urban areas, and generally under privileged environments.

(c) A greater focus on Science and Technology in the school system.

(d) The development of capacity (national and sub-regional) for innovative, on-going curriculum development following upon curriculum monitoring and review.

(e) New and effective teaching approaches established in the education system.

(f) The generation of appropriate, affordable instructural materials with local relevance.

(g) An enhancement of the range of teaching and learning styles to match the demands of a technological and information-based environment.

(h) Development of capacity in curriculum development and material production beyond the formal basic level.

## 6.5 OECS EDUCATION REFORM STRATEGY

| | | |
|---|---|---|
| 1. | **Project Title:** | Development of Teacher Resource Centres |
| 2. | **Executing Agency:** | Ministries of Education (Member States) |
| 3. | **Estimated Cost of Project:** | EC$352,000 per centre |

4. **Purpose of Project:**

To provide essential equipment and material (too expensive to be made available to every school) to schools organized in clusters and to serve as meeting places for Ministry Officials, Principals and Teachers.

5. **Background Information:**

Instructional materials are key ingredients in learning. Instructional materials can be used to provide information over and above what a teacher is capable of delivering in a plain chalkboard and chalk environment. Well chosen learning material can also bring alive concepts that are difficult to grasp in an abstract way. Given the low academic background of teachers in the OECS (especially at the primary level) support through reference and supplementary material will be of enormous benefit.

The recent OERS Survey (1993) showed of the 403 primary schools in the sub-region, that there are 101 schools without telephones, 201 without a single typewriter, 45 without a principal's office, 202 without libraries, over 300 without photocopiers, almost 200 without duplicators, fewer than fifty with science rooms of any kind, 27 without electricity, and computers are virtually, non-existent. In most primary schools even if TV sets, VCRs and other equipment were made available, there would be no place to store them adequately and safely. Yet it is probably the children of these very schools that are most in need of becoming acquainted with modern equipment.

Teachers generally find that there is no place to turn to for verification of a concept, or for ideas on how to handle difficult topics and concepts. Since teachers cannot afford to subscribe to education journals and other periodicals, those who live away from the capital have little opportunity of keeping abreast of developments in the profession. There are also few appropriate meeting places where teachers can conveniently share experiences and reflect on their practice. There were close to 150 primary schools without staff rooms according to OERS Survey (1993).

Recognizing that it will be virtually impossible in the foreseeable future to provide all the necessary facilities to every school, and recognizing further the significance of adequate instructional materials and other support facilities to the learning process, the development of Teacher Resource Centres is proposed as a means of maximizing the use of scarce resources.

## 6. Detailed project description:

The project consists of constructing and furnishing Teacher Resource Centres to serve clusters of schools or school districts. It is proposed that each centre should be at least 2,000 sq. ft. and should include the following:

(a) Office space for the Education Officer or District Education Officer associated with the district or cluster

(b) Conference/library area to cater for at least 25-30 persons

(c) A Secretary/Receptionist area

(d) A workshop area to cater for at least 25-30 persons

The centre should have available a minimum number of appropriate up-to-date journals; relevant literature and reference material; video recorders; catalogued video tapes and audio tapes; cassette players; photocopying and other reprographic facilities; computer(s) (hardware and software) and peripherals for storing, retrieving, and analyzing information pertinent to the cluster and education system generally, and articles and features from teachers and schools in the cluster.

The setting up of Teacher Resource Centres will involve each member state in an examination of the objectives and mode of operation of the centres; planning and constructing physical facilities; stocking the centre; and monitoring the use of these facilities. The OECS Reform Unit will provide assistance to member states in the development of the project and in seeking resources to implement the project, and possibly in the co-ordination of procurement strategies.

### Estimated Cost (per unit)

Components

|  |  | EC$ |
|---|---|---|
| (1) | Building | 300,000 |
| (2) | Equipment/materials | 40,000 |
| (3) | Office equipment | 12,000 |

Assistance is required for a more detailed costing of the project. Assistance will also be required, eventually, for project support in the components listed above. In particular, building and equipment and materials.

7. **Expected Outcomes:**

1. Institution of professional networking as a modus operandis among teachers.
2. Development of a capacity for innovative instructional material development and sharing of effective methodologies.
3. Rationalization of scarce instructional and professional support material and maximization of the returns from investment in teaching aids.

## 6.6A OECS EDUCATION REFORM STRATEGY

| | | |
|---|---|---|
| 1. | **Project Title:** | Management and Coordination of TVET, Adult and Continuing Education |
| 2. | **Executing Agency:** | Government of Member States<br>OECS Secretariat |
| 3. | **Estimated Cost of Project:** | |
| 4. | **Purpose of Project:** | |

To provide adequate management and coordination of TVET, Adult and Continuing Education initiatives in the OECS. The project envisages the merger of TVET with Adult and Continuing Education. This it is hoped will achieve the integration of training and general education within a single system and organization. It is hoped too that this strategy will eliminate or reduce significantly the duplication of functions and help to rationalize the available resources.

5. **Background information:**

The major programme goal of the OERS is to improve the quality, flexibility and creativity of the Human Resource base as a critical agent of development in the OECS member states. In Caricom (1990) the point is made that if the region is to compete meaningfully in the world market place it is essential that it puts in place a comprehensive Human Resource Development Programme aimed at strengthening its capability in Science and Technology. It was further noted that Technical/Vocational Education and Training (TVET) forms a cornerstone of such a programme. In OECS (1991) the framers of the document called for a re-thinking, and reorganization of TVET to produce a standardized system functioning in partnership with the private sector and intimately integrated into the world of work.

The notion of an intimately integrated system is elaborated on in Caricom (1991) by the following comment.

> TVET covers all programmes and schemes that contribute towards the development of knowledge and skills required for work. It transcends education systems provided by Ministries of Education and includes many additional non-formal programmes, provided by other Government Ministries and Departments, by private colleges and by informal in-plant and on-the-job training. (p. 1).

It is recognized, however, that Technical and Vocational Education and Training (TVET), Adult Education, Continuing Education, together with Tertiary and Basic Education efforts must be intricately interwoven into a relevant logical, affordable system geared to improving the quality, flexibility, and creativity of the human resource base in the pursuit of a better quality of life for all citizens of member states.

Developing and executing a meaningful, comprehensive, systematic TVET programme is therefore a matter of great complexity involving numerous actors and stakeholders and requiring decisive action and sustained support from several fronts.

Improving the level of basic education for the entire population is the basis for any sustained meaningful TVET thrust. In the world of the 1990s and the 21st century, this means nothing less than a good secondary education. Development of skills, in communications, Mathematics and Science at the secondary level is especially important in the understanding of, and dealing with modern technologies and production processes. As a natural corollary, significant efforts must be made to dispel the notion, unwittingly cultivated over the years, that TVET is for low academic ability students.

TVET and HRD in the OECS suffer from the following major problems:

(a) inadequate basic education provision;

(b) inadequate training opportunities to meet private and social demand;

(c) training that is poorly related to the dynamic realities of the work place;

(d) uncoordinated training initiatives;

(e) inappropriate outdated plant and equipment in the training environment;

(f) inappropriately trained, low skilled, and poorly motivated teachers;

(g) inappropriate or unattractive rewards and incentives especially relative to those in the academic stream;

(h) poor career guidance to students and persons seeking to make decisions about the work place;

(i) limited or poor career path opportunities;

(j) low perception of TVET by people in the community;

(g) high opportunity cost of training. It is difficult for poor students, single parents, (especially women) to opt out of work for long periods. The problem can be significantly reduced by offering modular, shorter, part-time, especially evening, and week-end programmes and at convenient locations.

The correction of these deficiencies requires urgent, systematic and planned action.

## Project Description:

The project seeks to promote the establishment of appropriate coordinating bodies at the national and sub-regional levels to be responsible for:

(a) the basic training of school leavers in industrial, commercial, fine arts and service skills;

(b) the supervision of programmed training for apprenticeships;

(c) the training, retraining and upgrading of workers to meet employment changes and needs;

(e) the testing, assessment and certification of vocational and industrial skills;

(f) the provision of continuing education for adults in academic, communication (including foreign languages) and related skills;

(g) the development of entrepreneurial skills; and

(h) securing adequate levels of resources to accomplish these objectives.

## National Coordination

More specifically it is recommended that a National Coordinating Body (hereinafter referred to as the "Board") should be appointed by, and should report at regular intervals to the Cabinet of Ministers in each territory and should be charged to do the following:

(a) Ensure that TVET programmes fit into national policy.

(b) Set up appropriate labour market information system.

(c) Establish standards for TVET programmes and institutions.

(d) Coordinate the provision of TVET, including articulation between programmes and levels (including schools, multi-purpose centres, OECS Tertiary institutions; and centres of specialization).

(e) Provide and coordinate continuing education for adults to support HRD thrusts and personal needs.

(f) Determine facilities, resources and incentives required to ensure proper delivery of education and training, and welfare of students and staff of TVET institutions.

(g) Provide assistance to the private sector, in particular small business, in dealing with TVET issues.

(h) Establish and manage a National Training Fund to support the work of the Board and to finance training and other TVET activities that meet predetermined criteria. In particular to support priority training programmes aimed at vulnerable groups (e.g. retrenched workers, youths from low SES families, at risk females) through loans, grants and other means.

(i) Provide advice on all matters related to TVET, including gender issues, equitable access to training, appropriate rewards and career paths in TVET.

(j) Co-opt any other persons on a permanent and/or ad hoc basis as required to facilitate the functioning of the National Board.

## Composition

The composition of the National Board is expected to vary across member states but, in general, the Board should consist of high level representatives from both the private and public sectors and should include representation from: Ministries of Planning, Finance, Trade and Industry, Agriculture, Labour, and Education; Chambers of Commerce; NGOs; Small Business Associations; Quasi-governmental Organizations; and local tertiary institutions.

## Support

National Training Boards have been established before in five member states and attempts have been made to establish a viable OECS Training Board. For reasons such as the apparent lack of resources and support, and problems related to the composition of these bodies the expected impact has not been felt at either the national or the sub-regional level.

It is therefore proposed that the executing arm of the National Board should consist of a core of paid, full-time, high quality professional and administrative staff, headed by an Executive Secretary or Director.

The work of the Board should be supported by standing committees as follows:

(a) **TVET Policy, Planning Accreditation and Standards Committee** to oversee the preparation of policies, strategic goals, plans, and standards; and to monitor training performance and outcomes in accordance with overall goals.

(b) **Trade Advisory Committees** to advise on issues related to the specific trade areas. These committees should consist of members, technically competent in their industrial or trade area.

(c) **Labour Market Information Committee** to collect, analyze and make available timely and relevant data to assist in policy making.

(d) **NTF/Finance Committee** to establish the NTF and to monitor the use of NTF funding; establish financial procedures and maintain proper accounts; to advise on measures for funding TVET initiatives such as training levies; and to attract agency funding.

(e) **Adult and Continuing Education Committee** to advise on appropriate programmes and strategies related to Adult and Continuing Education and to serve as the primary mechanism for on-going dialogue and coordination of effort.

## REGIONAL COORDINATION

The concept of a sub-regional coordinating body for TVET was raised and endorsed at the OECS Meeting of Ministers of Education in 1989.

The function of the sub-regional coordinating body will be similar to those of the National Training Boards listed above except that the major focus will be on the coordination of activities that require a sub-regional approach. These would include, for example, economic scanning, teacher training, certification, accreditation and validation activities where necessary.

### Composition of Sub-regional Body

The sub-regional body should include representatives of each NTB but should not be limited to those persons. In addition the body would have to be empowered to establish its own functional committees and co-opt other persons to support its work.

## Support

The regional body will be expected to incur similar costs as the NTB. It is also expected that the OECS Secretariat will provide organizational and technical support to the sub-regional body. To function appropriately, however, it is expected that provision will have to be made for full-time staff support commensurate with the scope of work of the organization.

## Budgetary Elements

The operations of the National Board should be financed mainly by local effort. External funding might be sought in the start-up period but such funding should be used for securing technical assistance, the training and development of local staff to take over the entire operations, and for study visits to countries such as Singapore, Brazil and Costa Rica that offer instructive examples in Human Resource Development strategies. The actual programmes and initiatives of the Board should eventually be funded from training levies and the proposed National Training Fund. The National Training Fund is also expected to attract Agency funding, particular in the initial stages. In general it is expected that resources will be required for:

(1) Establishment and functioning of the Board

  (a) Staffing
  (b) equipment
  (c) operations (building supplies, communications utilities)

(2) Honorarium to members of the Board and Committees

(3) Implementation of initiatives

(4) Travel and expenses related to:

  (a) Regional Board Meetings and activities:

  (b) Study visits to countries such as Singapore, Brazil, Costa Rica that offer instructive examples of HRD strategies.

As Kolberg and Smith (1992) pointed out the countries that have made rapid strides in economic development in recent times all have well integrated public policy on workforce preparation which brings together public and private training. The issue for the OECS is whether these countries can afford not to have well functioning, and well supported coordinating mechanisms for TVET, Adult and Continuing education. Poorly funded, "Advisory only" national and sub-regional bodies are probably more costly and also wasteful of scarce resources.

National governments will have to invest in these coordinating mechanisms if they are to improve their territory's economic performance and develop international competitive ability.

## Expected Outcomes

1. Effective coordination of TVET, adult and continuing education initiatives nationally and sub-regionally.

2. More accessible and relevant adult and continuing education programmes available to OECS nationals.

3. Increased accessible training opportunities for OECS nationals.

4. Significant upgrading of technical skills in all OECS member states.

5. Reduced dependence on external sources for skilled personnel.

## 6.6B OECS EDUCATION REFORM STRATEGY

| | | |
|---|---|---|
| 1. | **Project Title:** | Development of Multi-purpose Training Centres |
| 2. | **Executing Agency:** | Governments of Member States |
| 3. | **Estimated Cost of Project:** | EC$1.5 - $2.2m per centre |

4. **Purpose of Project:**

To set up multi-purpose training centres in strategic areas of each member state. to provide technical and vocational education and training to all persons desirous of pursuing such training.

5. **Background information:**

There is general agreement that in the OECS member states. and indeed throughout the Caricom Region. that the output from TVET institutions and initiatives is grossly inadequate to meet the developmental needs of the region in the current and future economic environment. World Bank Report (1991). OECS (1991). Bourne Report (1988). Caricom (1990).

In the OECS environment. the public responsibility for education and training for most of the population generally ends upon leaving primary or secondary school. Further training (academic. technical or vocational) is largely dependent on individual initiative. According to Kolberg and Smith (1992). there has developed a random system of school-to-work transition that depends almost entirely on the energy. ambition. and long-range planning of youths in the 15-25 age range - not a cohort that is noted for its long term planning ability. This. they argue. induces a "decade of drift" from which few recover. and constitutes a significant wastage of available human resources.

Significant efforts have been made in the OECS in the last 15 years to provide TVET through comprehensive secondary schools and the upper grades of the primary schools. There is significant debate. however. as to whether the basic education system (primary and secondary) can be used effectively and efficiently to provide adequate general education and simultaneously. students who are specifically trained to enter the world of work. Given the rapid changes likely in the work place of the future. students will need absolutely good communication skills. (in more than one language) a good grasp of science and technology. mathematics. creative thinking skills. and civic skills well balanced by good backgrounds in music, art, drama, dance and sport to help combat the stress and pressures expected in a turbulent, fast-changing socio-political and economic environment. This range of skills must be offered to all students. The modern technician and craftsperson, secretary and mechanic, construction worker and agricultural worker, require secondary-level mathematics, language and science to function adequately, and in a fast changing world, need this background to access further and higher training.

As Heyneman (1987) puts it, "Many parents sense that the knowledge required for advancement depends upon a thorough theoretical grounding." Heyneman (1987) and others argue that the monetary cost of the comprehensive school approach is high; and there is also a cognitive cost, in that time spent on metal-work and auto mechanics is time not spent on mathematics or language; and that there is no real evidence of long-term economic benefit to the student or to society.

The general consensus arising out of consultations witn people in the sub-region is that schools must prepare students for the work place and assist them in choosing and/or finding a career. This, however, is not interpreted to mean that schools must require children of 12 or 14 to make premature choices of occupation, or undergo training for a particular job, or worst, to be made to feel that they are incapable of pursuing a sound, basic education and that job training is the lot of the subnormal or under-achievers. The function of the school is to introduce all students to the realities of a wide range of human occupations and to sensitize them to their significance and requirements and their rewards, problems and opportunities. All children must be provided, however, with the basic skills that will provide them with the capacity for life-long learning and training and retraining in a brutally competitive, technological and dynamic world.

Costs of comprehensive secondary schools can run between 30-60%, higher than regular secondary institutions. This is because of the extra costs due to: (a) low student/teacher ratios to accommodate scheduling; (b) large amounts of chemicals, tools, timber, metals and other consumable materials used; (c) the extra cost of electricity, water and gas; the low use of workshops; and the cost of technical staff. A comprehensive school of 500 students could therefore accommodate as many as 600 to 650 students using the same building space and at the same recurrent cost.

This project is being proposed because it is felt that the costly, under-utilized technical/vocational resources (human and non human) that currently reside in many comprehensive secondary schools could be utilized more efficiently in centres that, in association with the private sector, and with appropriate linkages to local tertiary institutions, and centres of excellence could be more meaningfully and extensively employed towards a systematic Human Resource Development Strategy.

This would have several positive effects. It would, among other things:

(a) reduce the cost of post primary education and, therefore, with the same level of available resources, allow for higher enrolment rates;

(b) allow more time for students to master the basic skills outlined on page 72 of the OECS Education Reform Strategy OECS (1991);

(c) provide the basis for meaningful private sector involvement in the training of the work force;

(d) reduce significantly the number of aimless 14, 15 year olds who currently are prematurely dumped onto the job market;

(e) force the issue of developing a systematic integrative means of HRD;

(f) allow at least for partial cost recovery measures to be implemented.

## 6. Project description:

The project provides for the setting up of multi-purpose training centres in strategic locations in each member state.

The centres, together with the tertiary institutions and the centres of specialization, will constitute a well articulated system of HRD organized such that graduates of the higher level programmes of one institution can easily move to the next higher level institution.

It is expected that generally, centres will offer programmes in:

(a) computing with a range of relevant specializations and applications;

(b) business and commercial studies;

(c) craft, design and applied arts;

(d) other technical areas such as electricity, and electronics.

In addition the centres should provide theoretical background for the particular discipline; at least a 20-24 hour introductory computer course for all students; and instruction in English, Economics, Science and Mathematics where necessary. It is expected that the range of programmes at each centre will vary according to the demands of the economic situation and changing technological needs of the area or member state.

It is proposed that centres function on a 12 - 14 hour day for 5 - 6 days per week so that several groups of students (full-time and part time) can be accommodated each day to maximize the use of the centre's resources.

The project therefore requires for its implementation:

(i) the acquisition of land and the construction of suitable building with provision for eventual expansion;

(ii) provision of equipment and machinery;

(iii) training for local teaching staff;

(iv) adequate consultative mechanisms between centres and tertiary institutions to ensure proper articulation of programmes and to introduce standardization and equivalence among the courses offered by individual centres.

## Estimated Costs

Each centre is expected to cost approximately EC$1-5 - $2.2m disaggregated as follows:

| Components | | EC$ |
|---|---|---|
| (i) | Construction/land | 0.8 - 1m |
| (ii) | Equipment/materials | 0.5 - 0.8m |
| (iii) | Staff training | 0.2 - 0.4m |

Assistance is required for a detailed study of the proposal.

It should be noted that in member states with existing comprehensive secondary schools that a considerable quantity of under-utilized equipment will be available for transfer to these centres. In addition, numerous under-utilized teachers of technical vocational subjects would be available for transfer to the proposed multi-purpose centres.

## ALTERNATIVELY

Systematic initial training might have to be addressed through the comprehensive and senior primary schools with the attendant problems listed above.

The following matters and issues would require special attention.

(a) Information technology has emerged as the pervasive and dominant technology of the 20th century and is expected to continue as the strategic technology into the 21st century. Given the demands of the information age, therefore, every secondary school would have to have at least one computer laboratory. At the barest minimum such a laboratory would require 20 - 25 micro computers connected to a file-server, several printers, adequate software and peripherals and full-time laboratory assistant(s). The life of these computers would probably be between 2-3 years. Significant training would have to be provided to staff at each institution to bring them up to the level where meaningful informatics programmes could be offered.

(b) Many of the other programmes, such as woods, metals, electronics, would have to become more widely available and equipment and materials would have to be increased considerably. Systematic staff training to ensure availability of appropriate technical staff at each secondary and senior primary school would have to be embarked upon.

(c) Mechanisms would have to be put in place to ensure that the programmes offered in school were properly articulated with those at the various tertiary institutions in member states.

(d) Efforts would have to be made to extend the use of school facilities, staffing and equipment to a wider set of clients. Otherwise the cost of the strategy would be extremely high. This might require redesign of school structures to avoid undue interference with the regular school systems and appropriate management and administrative arrangements.

**Expected Outcomes:**

1. Increased access to TVET especially for persons living outside of the capital areas where, conventionally, the only systematic training institutions are located.

2. Increased access to TVET by females, and lower SES clients who cannot afford the high-opportunity cost of full-time training.

3. More efficient and effective use of resources currently allocated to TVET.

4. Increased opportunity for meaningful private sector involvement in the training of the workforce.

5. A realistic situation for introducing meaningful user fees.

6. Development of a base for rapid training and re-training of the workforce in response to changes in economic structure.

7. Better equipped workforce generally to meet the challenges of the global market.

## 6.6C OECS EDUCATION REFORM STRATEGY

| | | |
|---|---|---|
| 1. | **Project Title:** | Formulation of Adult & Continuing Education Policy |
| 2. | **Executing Agency:** | OECS Education Reform Unit<br>Ministries of Education/Adult Education Departments<br>Adult Education Associations/organizations |
| 3. | **Estimated Cost of Project:** | EC$419,040 |

4. **Purpose of Project:**

To formulate a comprehensive adult and continuing education policy that takes into account existing opportunities and capacities and which makes adult education a central element in a cohesive human resource development strategy for the 21st Century.

5. **Background Information and Project Justification:**

Adult education in the OECS spans a diverse range of formal, non-formal and quasi-formal educational initiatives. In the last ten years, with the development of the tertiary education sector and the emergence of Community Colleges, there has been significant expansion of continuing education opportunities for adults (especially young adults and those seeking part-time professional upgrading).

In most cases however these new opportunities are largely remedial in character - catering for those who did not achieve the levels of academic attainment considered necessary for entry or for mobility within various professions. Statistics obtained through the OERS Survey on CXC/GCE performance for 1992, for example, illustrate the extent of the need for remedial education even for young adults who have attended secondary schools. Of an OECS cohort of 5,572 students at the fifth form level in 1992, 1,664 or 29.8% failed to obtain any subject passes in these exams.

In its broad conception, the OECS Educational reform strategy is designed to improve qualitative and quantitative outputs within the formal education system, thus significantly reducing the need for remedial adult education opportunities for those young persons who have left the formal system and are ill-equipped for the world of work. Such opportunities will have to be a combination of the academic, the vocational and the entrepreneurial so that these young adults (including teenage mothers) will be provided with the means, not only to pursue further academic training, but also the capacity to be wage earners, family providers and/or independently self-employed.

At its narrowest conception, adult education is equated with literacy only and many of the adult education programmes currently run by Ministries of Education focus on this dimension. In several of the OECS Member States, literacy, especially among the older population and among primary school drop-outs is significant enough to warrant special attention. In the Windward Islands, the prevalence of illiteracy among farmers is also a grave concern particularly given the challenges for greater competitiveness, increased productivity and more cost-effective production methods required in agriculture. A study on constraints to banana production currently being completed by WINBAN is concluding that low literacy levels is a critical limitation on the ability of the farmer to become more competitive and productive.

Alongside the concerns in the agricultural sector, low levels of literacy and/or technical education among workers in other productive spheres of the economy is also fettering the economic potential of member states. The closure of export manufacturing factories as a consequence of the economic recession in the West and the prospect of cheaper labor within NAFTA is punctuating the necessity of worker re-training programs and the need to ensure that adult education opportunities provide a solid, minimum academic and technological foundation to facilitate rapid acquisition of vocational skills in response to changes in market and job opportunities. In this context, adult eduction must be seen as a specific dimension of basic education - extended in this instance to adults, workers, out-of-workers, out-of school youth and women, enabling them to assimilate new skills, attitudes and technologies.

The OERU will assist member states in addressing the organization and policy issues that would result in a redefinition of adult education in the OECS from a remedial to a developmental perspective and the harmonization of approaches for a cohesive human resource development strategy towards the 21st Century.

## 6. Project Description:

This project involves the following major components:

- **Review of adult and continuing education in the Member States** - several studies (Small, 1993; CARCAE, 1985) have been conducted in the region but there has been no comprehensive updating of this information. Departing from where other studies have left off, a survey/inventory of adult education opportunities by territory and across the OECS will provide a starting point for formulation of national policies within a regional framework and will include specific policy and organizational recommendations both in the particular national contexts as well as the regional context;

- **National Consultations on adult education** - involving the major providers and constituencies to discuss the findings of the Review and to consider the implications for a national policy that creates a multi-sectoral partnership of Government, the private sector and NGO's in harmonized provision of adult education opportunities.

- **Establishment of National Adult Education Committees** - as the primary mechanism for on-going dialogue, coordination of effort, continuous exchange of information, review of adult education policy and the institution of functional mechanisms for the promotion of adult education. The status of the committees will be explicated in the new legislation being prepared as part of the major providers of adult education at the national level). One major responsibility of the Committees, it is proposed, should be the establishment of cost recovery measures in adult and continuing education provision to ensure sustainability of these initiatives, to broaden the social alliance around adult education and to reduce the "burden" of increased expenditure on central government resources.

  The management of these Committees will be the responsibility of national authorities but the OERU will provide support to the Committees in their formative stages through sub-regional workshops in areas related to adult education policy, and training in strategic management of human resource development.

- **Professional Exchanges and Documentation of Regional Models** - the OERU in collaboration with CARNEID and national authorities will facilitate the identification and documentation of successful models of adult education provision, methodology and instructional material. A related program of professional exchanges will further assist in the dissemination of indigenous expertise and experience, making it possible for adult educators of a particular specialization to study and work alongside innovators in that specialization.

- **Collaboration with the Caribbean Regional Council for Adult Education (CARCAE)** - the OERU will collaborate with CARCAE - which has been designated by CARICOM as the Advisory body to the Ministers of Education on Adult Education - in sub-regional initiatives designed to professionalize adult education and to strengthen its public provision. This would include collaboration in areas such as the adult education certificate course which is now being re-organized by CARCAE with the assistance of OISE and CAETA.

Several other components of the OERS are expected to impact on this project including the harmonization of educational legislation, the construction of multi-purpose TVET centres and the development of the OECS EMIS.

## 7. Cost Estimates:

| | | | |
|---|---|---|---|
| Regional Review/Study | | | |
| Consultant/Researchers | - | EC$ 97,200 | |
| Travel | - | EC$ 16,200 | |
| Publication and Admin. Costs | - | EC$ 21,600 | |
| | | | **EC$135,000** |
| National Consultations (8 Member States) | | | |
| Regional Travel | - | EC$ 21,600 | |
| Facilitation | - | EC$ 19,440 | |
| Local Travel | - | to be borne by member states | |
| Consultation expenses | - | to be borne by member states | |
| | | | **EC$ 41,040** |
| Sub-Regional Workshops (National Commissions) | | | |
| 4 workshops @ EC$40,000 | - | EC$162,000 | |
| | | | **EC$162,000** |
| Professional Exchanges/Documentation | - | EC$ 30,000 | |
| | | | **EC$ 81,000** |

## 8. Expected Outcomes:

The major anticipated outcome of this project is the elaboration of a cohesive adult eduction policy with the supporting mechanisms to ensure functional collaboration among multiple providers, and articulation between different programs and with market needs.

It is expected that as a result of this project, there will be a rationalization of adult and continuing education opportunities allowing for personal and professional movement within the various streams. This rationalization should ultimately enhance the options available to the individual and allow selection of the training opportunities best suited to their particular career or personal development objectives.

PROJECT NO. 7

## 6.7 OECS EDUCATION REFORM STRATEGY

| | | |
|---|---|---|
| 1. | **Project Title:** | Tertiary Education Development |
| 2. | **Executing Agency:** | OECS Education Reform Unit<br>OECS Tertiary Institutions |
| 3. | **Cost of Project:** | |

4. **Purpose of Project:**

The project aims at establishing appropriate institutional and cooperative mechanisms for improving and expanding, in a systematic manner, appropriate and affordable tertiary education to citizens of member states.

5. **Background information:**

Whereas the OECS countries have managed to provide excellent coverage at the primary level and reasonable coverage at the secondary level. Tertiary education is an under-developed area of education in the OECS. OECS (1991) (World Bank Report 1992) EEC (1989).

For a long time it was felt that the countries were too small to support indigenous tertiary institutions and so sending students abroad was thought to be the most appropriate strategy. The overall effect of this approach has been disastrous (World Bank 1992, OECS 1991). The territories now seek to devise appropriate ways and means of providing flexible, relevant, innovative, and affordable tertiary level programmes in all member states.

6. **Project Description:**

The project seeks to:

Provide an appropriate mechanism, such as an Eastern Caribbean College Council within the OECS Education Reform Strategy, and working closely with the Association of Caribbean Tertiary Institutions (ACTI) to develop, review, monitor tertiary initiatives in the sub-region and to liaise with regional and extra-regional Tertiary Institutions to ensure accreditation and articulation of programmes where desirable.

Such a Council would be expected to review and consider:

(a) the role of existing and developing tertiary institutions in TVET;

(b) the role of existing and developing tertiary institutions in Teacher Education Training and professional development;

(c) the role of existing and developing tertiary institutions in an overall Human Resource Development strategy;

(d) the need to pursue and support conventional and non-conventional approaches to the delivery of tertiary education;

(e) the issue of appropriate plant (equipment and facilities), staff training and support for tertiary programmes and activities;

(f) the process of planning and preparing for the adequate development and consolidation of Centres of Specialization to deliver high level programmes in select areas in the sub-region;

(g) the active involvement of the private and public sector in these initiatives.

In pursuing this agenda it is expected that due consideration will be given to the following issues and concerns:

(a) the relatively low numbers of persons enrolled in Science programmes;

(b) the increasing number of persons enrolled in Social Science programmes;

(c) the need to establish clear and reasonable career paths for persons in the TVET stream;

(d) the need to establish equivalent incentives to persons in TVET (such as scholarships and fellowships to pursue studies and training at the highest level);

(e) the need to provide literally hundreds of programmes at the Associate Degree Level (especially in Science, English and Mathematics) with appropriate mechanisms for such persons to complete a bachelors degree at a later period;

(f) the need to provide para-professional training in a wide range of fields to meet the demands of rapidly growing and increasingly technologically oriented economies.

(g) the need to ensure that the majority of programmes offered are available at times and places convenient to clients.

(h) the need to ensure that appropriate mechanisms and arrangements are put in place so that persons pursuing para-professional training and/or Associate Degree programmes can be upgraded without disadvantage.

(i) the need for tertiary institutions to focus on high levels of TVET leaving the lower level courses to other institutions such as the proposed multi-purpose centres;

(j) the establishment of foundations to support tertiary level initiatives.

## 7. Budgetary Elements

The problems and needs that are being addressed relate to both planning/programatic and physical aspects of institutional capacity at the tertiary level. It is expected that resources will be required for the following components of the project.

(1) Conferencing/meetings

(2) Plant

(3) Equipment/material

(4) Staff Training/development

(5) Fellowship for students (centres of specialization)

Assistance will be required in all of the components listed above.

**Expected Outcomes:**

1. Effective coordination of tertiary education across the OECS.
2. More accessible and relevant tertiary level programmes to OECS nationals.
3. Increased associate degree and para-professional training in OECS with appropriate mechanisms for further upgrading.
4. Increased numbers of persons enrolled in Science, Mathematics and technology related programmes.
5. Significant increase in percentage of workforce with tertiary level training.
6. Greater number of locals operating at technical, middle, and higher levels of local and regional economy.
7. Decreased dependence on technical assistance from external sources.

PROJECT NO. 8

## 6.8 OECS EDUCATION REFORM STRATEGY

1. **Project Title:** Systematic Student Assessment

2. **Executing Agency:** OECS Education Reform Unit
Ministries of Education (Member States)

3. **Estimated Cost of Project:** EC$410,000 (2-3 years)

4. **Purpose of Project:**

The project aims to develop and implement systematic student achievement assessment in core subject areas (English and Mathematics initially) at various grade levels (year three and year five initially) across OECS member states.

5. **Background information and Justification:**

Student assessment as envisaged in this exercise is not simply a mechanism for testing students and garnering answers to grade them on some pass-fail scale. Student assessment is regarded as a complex process that should be an integral part of the teaching/learning process. It is not an isolated, end of year, culminating activity but rather a continuing process providing invaluable information to all engaged in education; students, teachers, schools, school districts, indeed, entire countries.

The major goal of the overall exercise is first of all to ensure that objectives are clearly delineated and then to ascertain to what extent students have achieved these objectives. In keeping with one of the major goals of the reform strategy, that of producing students capable of independent and higher order thinking, assessment must deal appropriately with a range of cognitive levels.

In most member states student assessment is limited entirely to individual teacher-made tests and the majority of teachers have no formal training in testing, measurement and assessment procedures. Many of these teacher-made tests concentrate on vocabulary, minutiae and recall- items that generally have little relevance to the main objectives of the various course areas. The first country-wide assessment of students in almost all member states is made at the common entrance level. Given the acute shortage of secondary school places in most OECS countries, the Common Entrance Examination is necessarily a norm-referenced-type examination and cannot adequately address the issue of student achievement while simultaneously attempting to provide the basis for selecting, sometimes a mere 30 percent of students taking the examination (OERS survey 1993).

The major issue, however, is that in the current environment it takes seven years before anything is known on a country basis about a cohort of students, and in addition the available examination is obviously summative and affords no opportunity for corrective measures to be taken.

The new demands that are being made on the education system such as new types of classroom organization, such as mixed ability teaching; the efforts to diversify the curriculum; the focus on student involvement in the learning process, in addition to the diversity of ethnic and socio-economic student groups with all the implications with respect to varying culture and attitudes all point to the need for systematic monitoring of student achievement. Without appropriate formative assessment procedures the possibility of disorganization, of possibly whole groups of students "slipping through the net" is a real and frightening matter. Indeed, this is probably already happening and could be a major contributory factor to the increasing problem of indiscipline in schools and the so-called marginalization of males. In addition, if educators are to be held accountable (as they should be) for student performance, the desired performances must be clearly stated and specified in advance, and measured accordingly. Indeed accountability is unthinkable without proper assessment.

It is realized that systematic student assessment itself introduces certain kinds of problems into the system. The notion of minimum standards testing, for example, is accepted by some professionals, others hold the view that this will tend to limit performance across the system. As Miller (1992) noted, "...whatever are the standards set, and performance indicators used to measure them, those standards and indicators are going to have significant effect on what is emphasized in the schools". These issues must be examined carefully and in collaboration with the various actors and stakeholders.

The view is firmly held by education professionals across member states, and supported by the experiences of many other countries, that a well designed, integrated system of student assessment will provide a major additional empirical basis for action and for making policy decisions in the education systems of member states. It will also allow these countries to test the local validity of research findings from external sources and to generate findings and defend policies of their own with respect to school-improvement initiatives.

## 6. Project Description:

The project aims to develop appropriate activities and procedures to ensure the successful development, implementation, and monitoring of systematic student assessment at the year three and year five levels in English and Mathematics initially, with the view in the medium to long term to:

(a) provide systematic assessment at the form -three level of the secondary school system;

(b) extend coverage to all core subjects (in particular, Science and Social Studies);

(c) provide systematic assessment at each grade level of the primary system.

The measurement and testing specialist will provide leadership in this project. The Caribbean Examination Council has been invited to participate in this project. It is expected that initially, the project activities will include:

(a) A survey of related activities currently carried out in member states (e.g. St. Lucia, St. Kitts);

(b) Consultations to determine matters of procedure and substance;

(c) Technical activities such as:

  (i) Determining subject area objectives to be assessed
  (ii) Developing test specifications
  (iii) Writing test items
  (iv) Pretesting and analyzing item statistics
  (v) Compiling preliminary test forms
  (vi) Trying out preliminary test forms to verify time limits, difficulty, and reliability
  (vii) Compiling the final test forms
  (viii) Preparing a test manual
  (ix) Developing procedures for printing test papers and computerizing the operations
  (x) Setting up procedures for regular review and monitoring. This should include procedures for safety, confidentiality, distribution of test papers, item banking, marking, analysis, reporting, further test development and Training for teachers and other personnel.

It is expected that all member states will participate fully in the initial surveys, and consultations, in the training and developmental activities of the project, and that eventually all member states will use the testing materials and strategies to the fullest extent.

**Estimated Cost:**

| Components | | Cost EC$ |
|---|---|---|
| 1. | Initial survey activities | 5,000 |
| 2. | Consultations | 20,000 |
| 3. | Technical activities | |
| | Computer hardware/peripherals | 30,000 |
| | computer software | 5,000 |
| | Equipment/material, training | 100,000 (2-3 years) |
| | Meetings, consultation, training | 200,000 (2-3 years) |
| 4. | Technical Assistance | 50,000 (short term) |

## 7. Expected Outcomes:

It is expected that, based on the information that will become available and the expertise that will be developed in measurement and testing in all national educational systems that:

(a) Teachers will be better able to adapt instructional activities to student needs, including, enrichment reinforcement and remediation.

(b) Ministries of Education will be better informed about areas of strengths and weaknesses within and across schools, thus enabling them, to provide support and take corrective action where necessary. (This includes appropriate teacher training strategies and development of relevant appropriate, affordable instructional material).

(c) Action-oriented research and policy formulation, implementation, and evaluation work be greatly facilitated.

(d) There will be significant improvement in student achievement across OECS countries.

## 6.9 OECS EDUCATION REFORM STRATEGY

1. **Project Title:** Establish OECS Education Reform Unit

2. **Executing Agency:** OECS Secretariat

3. **Estimated Cost of Project:** EC$3.5m (over seven years)

4. **Purpose of Project:**

The project aims at setting up an OECS Education Reform Unit which will have the overall responsibility for the implementation of education reform policy and initiatives as directed by the OECS Education Reform Council, comprising the OECS Ministers of Education.

5. **Background information:**

The fundamental purpose of the OECS Education Reform Strategy (as distinct from previous education efforts) is to strengthen and institutionalize the capacity of OECS member states to work collaboratively to plan and implement education reform initiatives through sub-regional cooperation.

It is recognized that high priority issues such as curriculum development and monitoring, systematic student assessment, development of appropriate and affordable Education Management Information Systems, Teacher Education, Training and Development, development of high education systems and appropriate Human Resource Development systems cannot be effectively and realistically pursued on an island-by-island basis. The gains from functional cooperation in education matters over the last few years in the evolution of the Reform Strategy, for example, have been clear to education personnel.

The role of an effective coordinating unit such as the proposed OECS Education Reform Unit is therefore vitally important in the overall reform strategy. Indeed it is inconceivable that the reform strategy as a regional effort could exist without such a coordinating body.

6. **Project Description:**

The education reform strategy report OECS (1991) approved by the OECS Ministers of Education, recommended the establishment of an OECS Education Reform Unit within the OECS Secretariat.

The Unit is to be the principal institution responsible for the implementation of education reform strategy policy as formulated by the Council and ratified by the OECS Central Authority.

More specifically, the Unit will be expected to perform the following main functions:

(a) facilitate the implementation of policy set by the OECS Reform Council;

(b) provide professional advice, to the various Ministries of Education for the development and execution of related education reform matters;

(c) systematically disseminate information and knowledge about education and human resource development matters to OECS member states;

(d) coordinate efforts of Agencies and Regional Partners in education matters as agreed by the Reform Council.

It is envisaged that the Reform Unit shall consist of a Director, three or four professional staff and necessary support staff. The mobilization and staffing of the Unit will be commensurate with the scope of work of the reform process both in terms of numbers of staff and their qualifications. In addition to staffing, establishment of the OERU will require obtaining facilities, preparing job descriptions, operating procedures and systems.

The Unit Director shall be appointed by the Ministers of Education on the recommendation of the OERC for a term of three years and be eligible for re-appointment. The Unit Director will be responsible to the Education Reform Council through the Director-General of the OECS.

In addition to appropriate staff the unit will require a minimum of 2,000-2,5000 sq ft of working space to carry out its many functions. The following overall support structures, staffing and facilities will be required:

| | Components | Cost EC$ |
|---|---|---|
| (a) | Director | |
| (b) | Professional staff | |
| (c) | Administration/support staff | |
| (d) | Equipment/material | |
| (e) | Travel/communications | |
| (f) | Technical assistance | |
| (g) | Working space | 450,000 |

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## Estimated Cost

Most of the operating costs of the unit, listed under components (a) - (f), are expected to be met during the first four years of operations 1995-1999 by the Canadian International Development Agency (CIDA) under the seven-year Eastern Caribbean Education Reform Project (ECERP). It is also expected that these costs will be phased over to the OECS during the remaining life of the ECERP agreement. (see Table D)

Assistance is therefore required for three components during the first seven years of the project.

| Component | | Cost EC$ |
|---|---|---|
| (a) | Technical assistance<br>(as required) | 200,000 |
| (b) | Building[20]<br>2,500 sq ft | 450,000 |
| (c) | OECS phased financing | 720,000[21] |

## Expected Outcomes:

1. Consolidation of a regional educational reform agenda and strategy with broad multi-sectoral support and participation of the vital constituencies.

2. Harmonization of national initiatives within a regional framework, deepening of functional collaboration among member states, strengthening of indigenous technical capacity and the implementation of unified approaches to external sources of assistance.

3. Mobilization of the political will and the technical capacity to realize strategic educational and HRD goals.

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[20] Under the proposed ECERP agreement funding will be provided for rental of space. It is recommended, however, that these funds should be invested in the construction of a suitable building on the OECS Secretariat grounds in Castries, St. Lucia.

[21] This represents a rough estimate of the local funding that will be required to maintain the Unit during the last two years of ECERP.

## 6.10 OECS EDUCATION REFORM STRATEGY

1. **Project Title:** Development of Distance Education

2. **Executing Agency:** OECS Education Reform Unit
   Ministries of Education of Member States

3. **Cost of Project:** (to be estimated)

4. **Purpose of Project:**

The development of distance education as a means of providing greater access to the education resources of the countries and as a means of making the education system more equitable and cost-effective.

5. **Background information:**

Distance education is a critically important component in the HRD system of many countries of the world. It is probably even more important in resource scarce countries as a means of expanding educational provision far beyond the limits possible by the use of conventional methods and resources.

This is not to assume that distance education is cheap generally, or cheap in countries such as the OECS states. As Jenkins (1993) point out"... on a small scale, distance education has high unit costs and may be of poorer quality than if it serves large numbers" and completion rates for students of distance education programmes are generally extremely low. The developmental costs of high quality relevant materials in a variety of media requires a high initial investment. Appropriate collaborative strategies among member states would therefore be imperative.

It is recognized that mature adults and mid career professionals, in particular, require a range of options to upgrade themselves and keep abreast of developments in their fields of interest. The project will therefore be concerned with offering opportunities for students to:

(a) study and learn from prepared or recommended texts, television, radio, video and audio cassettes and recorders;

(b) get help from marker-tutors in telephone, face-to-face sessions, and by correspondence;

(c) meet occasionally (probably three to ten days a semester) as a group where they interact with tutors and other students;

(d) be evaluated and to receive credit for completed programmes.

The usual strategy of text or module development should be carefully evaluated. Text/module development tends to use up most of the resources in distance education projects resulting in what Jenkins (1993) refers to as "media atrophy." The programme reverts to a pure correspondence approach as few resources are left to be used in other media. Available textbooks could probably be used quite effectively in association with purpose-designed workbooks or worksheets which might be made up of a range of activities taken from multiple sources.

It is proposed that distance education will be used extensively to raise teaching and education standards as well as increase accessibility of education to working people, parents, and school drop-outs who wish to continue their education. The project will therefore provide the supporting institutional arrangements, facilities, and technical support for the implementation of the following activities.

(i) Providing professional and academic development opportunities for the 7,500 teachers at the primary and secondary levels.

(ii) Upgrading the skills of persons involved in or interested in school management.

(iii) Upgrading the skills of Ministry personnel.

(iv) Upgrading the skills of teachers and administrators at the pre-school level.

(vi) Upgrading the skills of persons involved in special education.

(vi) Providing a range of continuing education and bridge courses to enhance the competence and productivity of the workforce.

(vii) Providing a range of life skills programmes for various persons in the population.

## 6. Project Description:

In order to achieve the project goals listed above it will be necessary to set up appropriate sub-regional and regional units to plan, organize, implement and monitor and evaluate the various programmes. The following support structures and facilities will also be required:

(1) the establishment of a Resource Centre (possibly the proposed Curriculum Development Centre) to store and distribute all course materials developed locally or obtained from abroad;

(2) staff training at all levels for the development and delivery of distance education programmes;

(3) adequately qualified staff and appropriate equipment;

(4) the services of a short to medium term expert to: (a) assist in drawing up short and long-term plans of action for the development and delivery of programmes; (b) make recommendations on equipment and material requirements; (c) to assist in developing an appropriate training agenda for local staff.

7. **Budgetary Elements:**

It is expected that resources will be required for the following components.

(a) Construction
(b) Equipment/materials
(c) Staff training
(d) Technical assistance
(c) Consultations

Assistance will be required to provide cost estimates and detailed costing of the project. Assistance will also be required in all of the components above.

**Expected Outcomes:**

1. Integration of the regional mass media in educational outreach and broadening of the modalities of professional training for educators.

2. Providing increased options of convenience to persons seeking adult and continuing education opportunities throughout the region, and enhancing the quality of instruction available.

## 6.11 OECS EDUCATION REFORM STRATEGY

| | | |
|---|---|---|
| 1. | **Project Title:** | Harmonization of Legislation (Education) in OECS member states |
| 2. | **Executing Agency:** | OECS Secretariat |
| 3. | **Cost of Project:** | EC$135,409.00<br>CDN$63,872.00 |

4. **Purpose of Project:**

To create a common legal framework for education within the OECS sub-region.

5. **Background information:**

The project has its basis in the Report of the OECS Education Reform Working Group. The Report recommended the creation of a common legal framework for Education within the sub-region. On the basis of a study conducted by Dr. K. Anthony of the Faculty of Law, UWI, Cave Hill the Working Group noted that,

> the legal framework of education in the OECS has revealed a number of deficiencies which make education systems in member states vulnerable to litigation. Countries of the OECS all share a common judicial system, so common legislation, which would promote the harmonization of their education systems is both possible and feasible. Moreover, a centralized drafting of the appropriate legislation would enable some member countries to overcome the limitation.

It was suggested that in reforming the legal framework of education that the following issues should be considered:

(i) the establishment of the principles of consultation and partnership;

(ii) the specifications for the content of the various legal instruments: the Act, the Regulations and Schemes for institutions, and Ministerial Orders;

(iii) the delimitation of the authority of the principal agents of the education system;

(iv) the provision for periodic parliamentary assessment of the educational enterprise;

(v) the matter of discipline of students and teachers;

(vi) the duties of teachers.

An examination of the laws and regulations governing education in the OECS is necessary at this time because in some countries, the existing legislation is limited in its scope and application and of questionable legal relevance, while in others, where legislation is more recent, there are glaring omissions. It is recognized, for example, that the laws in the sub-region generally make only token reference to secondary education and that no Act or Ordinance in the sub-region addresses tertiary education as a subject in its own right.

In some countries there is also no clear provisions delineating the specific powers and responsibilities of the Minister, Permanent Secretary, and Chief Education Officer. In many cases even though the interest of specific groups are recognized, legislation is over-centralized and so does not facilitate meaningful involvement in the decision-making processes. Indeed ministerial power is immense in most existing legislation. The consensus and partnership required for education reform will require a different philosophical orientation.

Given the remarkable similarity of the existing educational legislation in the sub-region, the similarity of the education, and legal systems; and the high mobility among the inhabitants of member states the benefits of an integrated approach to the drafting and enactment of new legislation are obvious.

It is expected that harmonized legislation will, among other things: incorporate new items such as regular evaluation of the education system by independent persons; recognize Parent Teacher Associations and other relevant Bodies; allow for the greater involvement of the community and parents in the education process; appropriately empower principals and teachers to manage their institutions; define in more specific terms the duties and responsibilities of teachers and principals at all levels of the system.

## 6. Detailed Project Description:

The principal steps of the project are expected to be:

1. Identification of three consultants. One consultant to draft the bill, the other, the Regulations and the third consultant to be a 'Canadian' expert on Education Law.
2. Finanlisation of appointment of consultants for contract services.

3. Visits to all member states by consultants for discussions.

4. Three day workshop in St. Lucia to crystalize instructions.

5. Drafting of Education Bill and submission for comments and adjustments.

6. Drafting of Education Regulations.

7. Submission of completed draft Bill to OECS Legal Affairs Committee and Ministers of Education for approval.

It is estimated that the project can be executed and completed within a period of eight months. The major activities may be phased as follows:

## IMPLEMENTATION SCHEDULE

| Activities | Month1 | M2 | M3 | M4 | M5 | M6 | M7 | M8 |
|---|---|---|---|---|---|---|---|---|
| 1. Approval of project | ■ | | | | | | | |
| 2. Contracts for consultants | ■ | | | | | | | |
| 3. Visits to member states | | ▬ | ▬ | | | | | |
| 4. Workshop (St. Lucia) | | | | ■ | | | | |
| 5. Drafting of Bill | | | | | ▬ | | | |
| 6. Circulation of Draft | | | | | | ▬ | | |
| 7. Submission of Draft Bill to Committee | | | | | | | ■ | |
| 8. Commencement of drafting of Regulations | | | | | | | ▬ | |
| 9. Circulation of Draft Regulations | | | | | | | | ▬ |
| 10. Completion of Draft Bill and Regulations | | | | | | | | ■ |

7. **Detailed Cost:**

| | Components | Cost EC$ | CDN$ |
|---|---|---|---|
| 1. | Visits to member states | 26,286.00 | 12,399.00 |
| 2. | Research and writing of paper by Canadian consultant | 8,480.00 | 4,000.00 |
| 3. | Drafting of Bill (100hrs x EC$200) | 20,000.00 | 9,433.00 |
| 4. | Drafting of Regulations | 25,000.00 | 11,792.00 |
| 5. | Typing Bill and Regulations | 4,000.00 | 1,887.00 |
| 6. | Workshop<br>16 participants<br>plus consultants | 31,333.00 | 14,774.00 |
| 7. | Support Services | 8,000.00 | 3,774.00 |
| | SUB TOTAL | **123,099.00** | **58,065.00** |
| 8. | Contingencies (10% of sub-total) | 12,310.00 | 5,807.00 |
| 9. | TOTAL | **135,409.00** | **63,872.00** |

8. **Expected Outcomes:**

1. Creation of a common legislative framework for educational regulations.

2. Institution of greater public accountability for the education enterprise, delineation of authority, rights and responsibilities of the principal agents with a strategic conception of education at the service of the region.

3. Providing the legislative mandate for systematizing the reform process and ensuring continuous review based on the principles of consultation and partnership.

PROJECT NO. 12

## 6.12 OECS EDUCATION REFORM STRATEGY

1. **Project Title:** Development of OECS EMIS

2. **Executing Agency:** OECS Education Reform Unit
   Ministries of Education (Member States)

3. **Estimated Cost of Project:** EC$404,000

4. **Purpose of Project:**

The project aims at developing a database and management information system for education to provide reliable, relevant, unambiguous, timely longitudinal and other information for informed policy making and basic policy research. It is expected that the database will be integrated with labour market information in member states.

5. **Background information:**[22]

The challenge facing many educational managers, policy-makers and managers in developing countries is how to expand access, insure equity, and maintain and improve quality in a world of growing demands on the education sector but in an environment of increasingly constrained resources.

It is understood that several factors influence the making of policy in education but it is assumed that Education Management Information Systems that collect, maintain and supply relevant, reliable, and timely data and information to policy makers can greatly facilitate the efficient and effective use of scarce resources.

6. **Project Description:**

It is expected that through the leadership of the Information Research Specialist that an appropriate system catering to multiple constituents in the education system and other related systems will be developed. It is expected that such a system will be computerized and designed to: (a) be integrated into other databases (e.g. labour market databases); (b) generate reports from the databases; (c) and provide statistical analyses.

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[22] There is on-going co-operation among OECS, EU and GTZ in the development of an affordable and functional management information system for the OECS. The project, as currently conceived, focuses mainly on tertiary education data.

It is expected that the system will include:

(1) School identification data

(2) Student enrolment data

(3) Personnel data

(4) Programme/curriculum data

(5) Plant, facilities and equipment data

(6) Student achievement data

(7) Finance and cost data

(8) Demographic data

(9) Operational requirements and standards data

(10) Data on attitudes and perceptions of students, teachers, parents etc.

It is expected that data will be stored and organized to facilitate disaggregation by all relevant and important variables such as sex, age, and soci-economic status.

Briefly, the project activities will be as follows:

(1) Develop draft instruments for data collection

(2) Pilot test and refine instruments

(3) Devise workable, affordable, computer arrangements for storage, retrieval and analysis of data

(4) Demonstrate to various actors and stakeholders the use of the system

(5) Develop capacity mechanisms to tap relevant areas

(6) Develop/revise mechanisms for on-going data collection in:

    (a) Education
    (b) Labour market

(7) Establish mechanisms/structures for feedback, monitoring and evaluation.

7. **Estimated Costs:**

| Components | Estimated Cost |
|---|---|
| Computer Hardware | EC$ 30,000 |
| Computer Software | 12,000 |
| Computer Materials/equipment | 12,000 |
| Training (two persons, one academic year each) | 150,000 |
| Technical assistance (18 month) | 200,000 |

Assistance is required for a more detailed costing and more in-depth analysis of the project. Assistance will be required for the components listed above.

Member states through their island representatives have listed the strengthening of information system as a major area of priority. Member states will also, during the next six months collaborate on the harmonization of their data collection efforts. Data collection forms are currently being studied towards this aim. Assistance will be provided through the OECS Secretariat in collaboration with GTZ and EU to lay the groundwork for these initiatives.

**Expected Outcomes:**

It is expected that, based on the information that will be become available through the EMIS:

1. educational planning will be systematically undertaken in member states;

2. ministries of Education will be better informed about trends and be able to make reasonable projections of educational, HRD, and labor market needs;

3. action-oriented research and policy formulation, implementation and evaluation work will be greatly facilitated.

## SECTION 7

## EDUCATION IN THE OECS: CONTEXT, ISSUES, AND PROBLEMS

The education systems and arrangements in the eight OECS countries are to a large extent reflective of the common historical and cultural backgrounds, while of course being affected by country specific characteristics such as country size, population, level of economic development, structure of local economies, proximity to influential non-OECS neighbours as in the case of the BVI, and linguistic factors as in the case of Dominica and St. Lucia.

Given the current focus on Human Resource Development (HRD) as expressed by all OECS governments, as articulated in education plans and proposals of all member states, country development proposals, and by the persuasiveness with which island representatives involved in the OECS Education Reform Strategy have argued for education to be seen as central to the HRD effort, the conceptual framework developed for the implementation process has been widened to centre around four interrelated elements.

(a) Basic education

(b) TVET Adult and Continuing Education

(c) Tertiary Education

(d) Strengthening the capacity of the OECS member states to affect these through sub-regional collaboration and cooperation.

### 7.1 Basic Education

It is postulated that sound, relevant, basic education is the essential platform for all development. Further, the view is advanced that based on the interpretation and synthesis of the available literature that effective and efficient delivery of basic education depends primarily on teacher effectiveness in the classroom. This is particularly so in poor developing countries where large segments of the school-age population depend upon schools for almost all of their academic stimulation.

In (OECS/1991) a sound relevant basic education is broadly defined in terms of educational standards expected of students at the end of secondary schooling. It is noted that these students should:

(a) Possess literacy and numeracy skills that allow them to:

  (i) read with comprehension, newspapers or magazines; health, disaster preparedness or agricultural bulletins;

(ii) write legible letters in Standard English to a friend, prospective employer or Government bureau;

(iii) express views in an articulate and logical manner;

(iv) understand and handle important basic computations in real life situations including regular financial transactions;

(b) Know how to find information through the use of libraries, directories and encyclopedias, maps and charts, and modern electronic devices.

(c) Demonstrate positive habits and good interpersonal skills in the interaction with family, community, visitors and in group relationships generally.

(d) Demonstrate reasonable understanding and appreciation of scientific and technological processes as these pertain to nature, the environment and every day life.

(e) Demonstrate a working knowledge of, and functional capacity in at least one foreign language.

(f) Have an appreciation for a wide range of music, art, dance, dramatic expressions, and have some practical competence in expressing oneself in at least one of these areas.

(g) Possess functional knowledge and skills to facilitate entry into the world of work and/or to continue formal education.

(h) Possess functional knowledge and skills needed for civic participation -

    (i) as citizens of a democratic state,
    (ii) as participants in civic organizations,
    (iii) as members of the Caribbean community.

(i) Hold to a value system that espouses a noble vision of Caribbean society and of Caribbean people and high principles pertaining to personal integrity, honesty, truthfulness and goodness.

It is fully understood that there are other mediating factors beside teachers in the basic education process. Indeed, the conceptualization of school that is offered is one of a complex social organization with management leadership, followership, values and norms, technology of operating a given level of plant and material inputs, internal social conflicts and functioning within the wider society (influencing and being influenced by it).

An effective school is seen, therefore, somewhat along the lines defined by Purky & Smith (1982) as an environment with appropriate plant, structure, processes, and climate of values and norms that channel staff and students in the direction of successful teaching and learning so that students have maximum opportunity to learn; where teachers have adequate knowledge of subject matter and are motivated and trained to continuously reflect on their teaching/learning strategies; where principals and officials develop through consensus, clear goals with respect to student achievement and operating in a wider environment where parents and administrators and society generally assist and respect teachers, hold them accountable for school success, and expect students to work hard and to achieve.

It is assumed that if appropriate mechanisms, structures and systems for Technical, Vocational Education and Training TVET, continuing and adult education, and Tertiary level education can be superimposed on this basic education effort, then the skills, flexibility, knowledge, values, habits and predispositions needed by the population to develop the economies of member states will be available on a sustained basis.

In all of the member states, basic education is organized into three different levels: early childhood or pre-school; primary; and secondary.

## 7.2 Early Childhood Education

The common elements of the current model of early childhood education (OERS, 1991) are as follows:

- Shared responsibility for providing schooling between the private sector, the churches, other non-governmental organizations, and Government.
- User fees.
- Decentralized administration and decision making, with a high degree of involvement of community in all aspects of governance.
- Low costs per student enrolled.

There is however the need to: expand the system to cater for children of all socio-economic levels; improve the quality of the education offered; improve the quality of plant, equipment and material; improve the welfare, training and professional development of teachers and administrators at this level; set appropriate standards, regulations and guidelines; and to monitor the functioning of these institutions. Data from OERS (1993) show that there is currently 20,903 enrolled in some 466 pre-school institutions in member states. The overall cohort (age 3-4), however, is estimated at about 34,000. This indicates that total coverage is of the order of 61%. There is also significant variation in coverage across member states. But more significant, however, is that children from lower-socio-economic status (SES) families are disproportionately represented among those who do not have access. Moreover, of these who currently have access, the lower SES children tend to be enrolled in the institutions of lowest quality.

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## 7.3 Primary Education

There is generally good coverage at the primary level in all member states and the vast majority of children receive at least seven years of primary schooling. The average annual attendance rate during the period, (1989-1991) ranged between 84.4% in Grenada in academic year 1990/91, and 94.6% in the British Virgin Islands in the same year. For most of the period, average attendance was at least in the high eighties. (OERS, 1993). The greatest concern about primary schooling, however, is with its quality.

It was noted in OECS (1991), that "Many respondents across member states were particularly concerned about achievement in Reading and Mathematics. They cited instances of children leaving school functionally illiterate or with very limited facility in written expression" (p. 54). There was also concern about: the poor condition of primary school plant (including equipment and material), the large numbers of untrained teachers, and the poor management of primary schools generally. Of the 403 primary schools listed in the survey OERS (1993) 101 did not have telephones, 27 of them had no electricity, 219 did not have a single typewriter[23], 45 had no principal's office, 202 had no libraries[24], over 330 had no science rooms of any kind, 73 were listed as requiring extensions, 77 requiring major rehabilitation and a total of 32 requiring complete replacement. Of the 4,770 teachers listed in the survey 2,269 had no professional training and there is no systematic training in school management in member states. There is also considerable concern about children with special needs and problems, and the plight of students who, because of scarce secondary school places in many member states, have to languish in all-age, or senior primary, or other names that have been used to designate the institutions or parts of institutions that receive the children who have not been able to pursue genuine secondary education. It might be noted too, that whereas the drop-out rates at all levels of basic education in member states are low, the highest rates are to be found among children in these institutions.

There is the growing recognition that the absence of appropriate means of student assessment has adverse effects on the quality of education and on learning generally. Country-wide assessment of students is made at the 11+ or Common Entrance Examination. Since this examination is designed to assign students to scarce secondary school places it can hardly be regarded as an achievement test. Moreover, with the examination coming at the end of the primary school cycle, there is little time for corrective measures to be taken.

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[23] This means that every piece of correspondence coming out of such schools must be handwritten. In situations where copies must be sent to various persons, principals have the task of writing the correspondence many times over.

[24] A library was defined simply as any space, with books, that could be used for reading.

### 7.4 Secondary Education

Probably no other level receives as much attention and is subject to such caustic comment as the secondary level. There is general concern about access, curriculum, poor quality instruction, poor results and the perceived inequitable distribution of resources among schools.
According to the data from OERS (1993) the overall secondary school age cohort is estimated at 80,000 with total enrolment in all secondary schools given as 39,900. This represents overall coverage of approximately 49.9% but again there is significant disparity across member states. The level of coverage ranges from almost 100% in St. Kitts and Nevis to roughly 40% in Dominica and 39% in St. Vincent and the Grenadines.

**Table 7.1 World Education Report Table**

**Gross Enrolment Ratios in Second Level Education, 1970-90 (Percentages)**

| | 1970 | 1975 | 1980 | 1985 | 1990* |
|---|---|---|---|---|---|
| **WORLD TOTAL** | 36.2 | 42.7 | 44.6 | 45.9 | 52.1 |
| Developing countries | 23.9 | 31.1 | 35.3 | 37.2 | 44.1 |
| of which: | | | | | |
| Sub-Saharan Africa | 7.1 | 9.9 | 16.8 | 18.7 | 17.5 |
| Arab States | 20.4 | 28.3 | 38.0 | 47.1 | 52.7 |
| Latin America/ Caribbean/ | 25.5 | 36.6 | 44.9 | 50.7 | 57.6 |
| Eastern Asia/ Oceania | 28.5 | 41.2 | 43.8 | 41.0 | 53.3 |
| Southern Asia | 22.3 | 23.8 | 26.7 | 32.6 | 93.6 |
| Developed countries | 76.8 | 84.6 | 84.4 | 88.6 | 93.6 |

*Estimates

Source: World Education Report 1991 (UNESCO)

The inadequate output of qualified young people coming out of the basic education system is regarded by many as one of the most serious impediments to development in member states and indeed to the entire English speaking Caribbean. On the basis of data from OERS (1993), it is estimated that approximately 24% of students sitting CXC examinations in 1991 got four or more subjects.[25] This represented approximately 7.8% of the entire secondary school age cohort. This has significant implication for basic education on the whole for it is from the pool of secondary school graduates that most teachers are recruited. Indeed, member states generally require that entrants to Teacher Training institutions have a minimum of four subjects including English language. Given the small number of persons who graduate with four subjects, and since teaching does not currently offer the most attractive rewards the pressures and problems are obvious.

If the number of students graduating with four or more subjects could be increased significantly, Ministries of Education could easily stipulate that secondary graduates desirous of entering the teaching service first qualify themselves at institutions of teacher education and training as expected of nurses, secretaries and other professionals.

This would result in significant savings for Ministries of Educations. In the first place it would allow for the introduction of possible partial cost recovery measures as occur with other professionals listed above. Within current arrangements, secondary school graduates move from school to the classroom and generally undergo training within 2-3 years of entry into the service. Teacher trainees receive full salary and in some cases receive an additional allowance while Ministries simultaneously incur the further expense of paying for teacher replacement. For each of the approximately 600 teachers currently attending institutions of Teacher Education in member states salary must be paid plus replacement salaries for each of them. The overall extra burden of this arrangement is probably about EC$10,000,000 per annum. That's a whopping EC$100,000,000 over a ten year period; an amount that could, for example, be used to build and equip 30-40 medium sized schools in member states.

Craig (1992) argues that the small output of qualified graduates from the secondary system constitutes an enormous blockage to adequate tertiary-level development. It is indeed difficult to produce an appropriate core of Technicians, Craftsmen, Secretaries, Para-professionals and even ordinary vocational workers in today's world without secondary level English and Communication skills, Mathematics and Science Skills. Good quality, relevant secondary education also improves the productivity of the self-employed by enhancing communication skills and by affording them a better understanding of financing, production and marketing for example. There is also a greater potential for joint ventures among people who are capable of understanding business at this level. It is difficult to contemplate sustained economic and social survival in today's world without this basic level of education.

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[25] CXC General Proficiency Grades 1, 2.

## 7.5 TVET, Adult and Continuing Education

The recommendations in OECS (1991) call for re-thinking and re-organizing TVET to produce a system which functions as a partnership among public and private sectors and trainees to facilitate the development of a local technological base and to facilitate the consolidation of technology transfer to the sub-region. Whereas there is evidence of a growing number of training institutions, there is the general feeling that there is lack of coordination and continuity in the programmes.

Numerous studies carried out at both the regional and the national levels in OECS member states emphasize the constraints of low levels of functional literacy and inadequate basic education on developmental initiatives (Carrington 1980; Jules 1985, 1988, 1992). Well planned literacy programmes with clear objectives and indicators of achievement are a necessary component of adult education and continuing education opportunity in the OECS, if adult education is to realize its full developmental potential in what Drucker (1993) described as the new knowledge-based world order.

There is general concern about the apparent paradox of the co-existence of high youth unemployment along with shortages of workers in key sectors. The absence of a comprehensive systematic approach to TVET is also considered to be a major impediment to development. According to World Bank (1992) the levels of education and training of the work force in the English-speaking Caribbean are low. The report noted that according to the 1980 census the proportion of the work force with vocational training were: St. Vincent 14 percent, Dominica 9 percent, Grenada 7 percent and St. Lucia 6 percent. From the same source it was shown that the percentage of the work force (population aged 15-64 not attending primary or secondary school) with university training ranged from 1.5 percent in St. Kitts/Nevis to 0.9% in St. Lucia (OECS, 1991).

Whereas, the major focus of the various Education systems in the OECS might be on the formal and more specifically the primary and secondary levels, the development of appropriate systematic continuing linkages with education outside the formal system is emerging as a critical issue in overall development and in the effective development of the formal system itself. Indeed, it is argued that if the formal education system is to make a significant impact on the development of the state this symbiosis must be achieved.

The formal education system must fit into a well-defined overall system of human resource development that is sustainable, affordable, and appropriate to the country's needs. This system must be characterized by educational and social systems that provide various adult and continuing learning and training opportunities in various sectors of the society including loop back mechanisms for those who failed to obtain suitable academic qualifications or occupational training in the earlier stages of their life.

## 7.6 Tertiary Education

Tertiary education is an underdeveloped area of education within the OECS member states. For a long time it was felt that these countries were too small to support indigenous tertiary institutions. Sending students abroad was thought to be the only viable economic proposition. The overall and cumulated effects of this approach have been disastrous. Policy changes in the 1970s and 1980s have had some effect, but essentially enrolment ratios in public tertiary and higher education institutions in the sub-region are very low (OECS, 1991; World Bank, 1992). According to World Bank (1992) the overall English-speaking Caribbean average tertiary enrolment ratio[26] was 7.8% in 1990 and was regarded as low. Three of the OECS member states (Montserrat 17.8, Antigua 10.5, and St. Kitts 8.40 had a ratio above this average and five (British Virgin Islands 6.1, Dominica 4.9, St. Lucia 4.8, Grenada 3.9 and St. Vincent 2.9) had ratios below this figure. This situation is occurring at a time when all countries, developed and developing are increasing coverage at the tertiary level.

The ratios in other Caribbean and Latin American countries for example, were significantly higher for the same period: Dominican Republic 13.8, Bolvia 19.5, Venezuela 26.4, Argentina 36.4 to mention a few examples. Moreover, it is argued that the situation in the OECS has not improved significantly over the last few years. In 1988/89 full-time enrolment at OECS tertiary institutions was given as 3096, the number in 1992/93 was still well below 4,000 (OERS 1993). In addition, a number of programmes offered at these institutions especially in technical areas, are at very low levels and can hardly be regarded as genuine tertiary level courses. Table 7.2 below shows the gross tertiary enrolment ratios world-wide over the period 1970/1990.

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[26] Enrolment ratio is the number enrolled in Tertiary institutions as a percentage of the 20-24 year age group in the population.

### Table 7.2 Gross Enrolment Ratios in Third Level Education, 1970-90 (Percentages)

| | 1970 | 1975 | 1980 | 1985 | 1990* |
|---|---|---|---|---|---|
| **WORLD TOTAL** | 8.5 | 10.6 | 11.5 | 12.1 | 13.5 |
| Developing countries<br>of which: | 3.0 | 4.6 | 5.7 | 6.8 | 8.3 |
| Sub-Saharan Africa | 0.5 | 0.8 | 1.3 | 1.7 | 1.9 |
| Arab States | 4.1 | 6.9 | 9.5 | 10.8 | 12.6 |
| Latin America/ Caribbean/ | 6.3 | 11.7 | 13.5 | 15.9 | 18.7 |
| Eastern Asia/ Oceania | 1.3 | 1.8 | 3.3 | 4.7 | 6.1 |
| Southern Asia | 4.9 | 6.5 | 6.7 | 7.4 | 8.9 |
| Developed countries | 23.4 | 28.4 | 30.3 | 32.9 | 36.8 |

*Estimates.

Source: World Education Report 1991 (UNESCO)

It is argued that this massive imbalance cannot be rectified by a strategy of sending nationals abroad for tertiary education. It is further noted that the OECS member states must therefore devise appropriate ways and means to provide flexible, relevant, innovative and affordable tertiary level programmes in member states. There is concern about the current use of resources allocated to the tertiary level. In particular, people point to the high concentration of persons in Arts and Social Sciences as opposed to Science, Technology and Informatics.

According to the data from OERS (1993) there are currently fewer than 4,000 full-time students enrolled in tertiary institutions in member states out of which 1,525 (40% of the tertiary level effort) are enrolled in 'A' level programmes. In the first place, performance on these examinations is appallingly low. Well over 35% of students sitting do not pass in any subject, and, with the exception of St. Lucia, St. Vincent, and Montserrat fewer than 30% obtain two 'A' level passes. The 'A' level route to university forces students into, at best, five years of post secondary schooling towards a first degree. Many of these students, particularly those who do not manage to gain two 'A' level subjects tend to enter the teacher training institutions. This means that such individuals must spend seven years, full-time, beyond the secondary level to obtain a first degree. In the case of a science degree a total of eight years would be the norm. Essentially, countries with meagre resources and chronic imbalances with respect to tertiary education provision maintain systems that must provide between 17 and 20 years of full-time education towards a first degree. In the United States and Canada the expectation is 16 years.

# SECTION 8

# KEY SECTOR ISSUES

Though much has been said on most of the following issues in other sectors of this report, and of course in other documents such as the OECS Education Reform Report and the Charles Report, it was considered necessary to recast them in the light of new data, emerging concerns, and information from the latest available literature.

## 8.1 Curriculum Management

Curriculum management is concerned with putting in place appropriate and affordable systems and structures to develop and monitor curriculum in core subject areas and providing support for curriculum efforts in member states. It is assumed that this is fundamental to the goal of harmonization of the education systems in the sub-region. It is expected that the harmonization of the curriculum would facilitate smoother transition of students from one country's system to another; facilitate the standardization of textbooks used at all levels and hence reduce cost; provide opportunities for incorporating into the curriculum appropriate themes related to sub-regional and regional issues and activities; provide opportunities for collaborative work on tackling the problem of incorporating higher-order skills in the curriculum; facilitate the systematic development of OECS technical and vocational education and training and Human Resource Development on the whole, and facilitate the harmonization of teacher education training and development efforts and ensure that such efforts are consistent with curriculum developed and adopted across the subregion.

Lockheed & Verspoor (1989) pointed out that since the 1960s there has been little difference in the composition of the primary school curriculum worldwide regardless of level of development. This is illustrated in table below.

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**Table 8.1 Percentage of curriculum devoted to 10 major content areas, by GNP per capita, in the 1980s**

| | GNP - Per Capital Level | | | |
|---|---|---|---|---|
| | Low | Lower Middle | Upper Middle | High |
| Curriculum content | | | | |
| Language | 37% | 37% | 36% | 34% |
| Math | 18 | 17 | 18 | 19 |
| Science | 7 | 9 | 8 | 6 |
| Social Studies | 8 | 10 | 9 | 9 |
| Moral | 5 | 6 | 4 | 5 |
| Music and Art | 9 | 8 | 11 | 13 |
| Physical Education | 7 | 6 | 7 | 9 |
| Hygiene | 1 | 2 | 2 | 1 |
| Vocational Subjects | 6 | 7 | 3 | 1 |
| Other | 3 | 3 | 2 | 3 |

Source: Benavit & Kamens (1989)

It is therefore not sufficient to be concerned with what is referred to as the intended curriculum. One must go beyond this to what is actually implemented in the numerous classes and classrooms by teachers and institutions of varying levels of efficiency.

Improving the implemented curriculum requires, at minimum, a coherent, appropriately paced and sequenced instruction programme for the various subjects taught, backed by appropriate supportive instructional material. Such material include textbooks, workbooks, teachers guides, learning aids, audio/video equipment and computers. Much of the available learning material, especially in poor developing countries such as the OECS, is print material, in particular, textbooks. On the matter of textbooks Lockheed and Verspoor (1989) noted that:

> Instruction begins with simple concepts on which more difficult concepts are built, and the meaning of the material is made clear to the learner. Sophisticated instructional design is not easy, and translation of curriculum specifications into good textbooks requires considerable expertise. Textbooks must reflect appropriate content and level, be consistent in approach, method, and exposition, be properly sequenced, motivating for the student, readily taught by the less qualified teacher, yet capable of extension through the efforts of a good teacher. Worldwide, few individuals possess the sort of expertise required for good textbook writing, most textbooks are therefore written by committees of experts.

> Yet improving textbook content may hold great promise for improving the learning of children in developing countries.

Teachers, principals and Ministry officials in the OECS point to the following issues related to curriculum management.

- ill defined or inappropriate goals
- lack of involvement of teachers and schools in the development, monitoring and review processes
- weak or non-existent monitoring and review processes
- lack of appropriate curriculum materials
- inadequate or non-existent student achievement measures
- inappropriately trained teachers and principals to handle changes in curriculum
- lack of parent/community involvement and awareness
- influence of related factors such as examinations that do not sufficiently reinforce curriculum goals
- the perception that schools should be entirely responsible for delivery of curriculum

A number of these issues are in tension with each other. The greater involvement of teachers in curriculum development, monitoring and review, for example, is critical to appropriate curricular reform strategies. However, one of the major issues facing curriculum developers in the developing world, including the OECS, is the fact that teachers, especially at the primary level, tend to have very limited knowledge, background and confidence in key subject areas such as Language, Mathematics and Science. The academic deficiency is often very critical in the teachers' level of language competence. But Language competence, according to available research, is of key importance in any effort to improve the quality of education offered in schools. This, however, is not an argument for excluding teachers from the curriculum process, but a clear indication of the need to provide opportunities, within resource limits, to upgrade teacher knowledge and confidence.

Curriculum is also affected in small states by the tensions created by the need to satisfy the clamour for focus on national needs and culture versus the need for preserving international links. One of the first questions raised about a new local examination, for example, is whether it will be recognized abroad. A pertinent question, perhaps, for a people for whom migration has been a way of life.

There is need to focus on the plight of children from rural areas and high density, underprivileged urban environments. There is urgent need to focus on children left more and more on their own while parents (in many cases, female, single parents) are forced to pursue non-traditional forms of employment. Children from these situations depend significantly on the school setting for the acquisition of literature and numeracy and various other skills. It is unlikely that their home environment will facilitate independent reading, or that help will be provided in education matters. The condition of these environments also makes it extremely difficult to do much homework. Much research is required to determine the full extent of these problems and also to determine appropriate strategies to assist these children.

In accordance with the general goals of basic education (OECS, 1991 p.72), it is proposed that the education systems in the OECS functioning cooperatively, should:

1. work towards a narrowing of the curriculum especially in Grades 1-3 to focus on:
    (a) English
    (b) Mathematics
    (c) Physical Education
    (d) Fine Arts (Music, Singing, Drama)
2. aim for reading fluency by the end of grade three and functional literacy by the end of grade six;
3. enable students to read a simple music score (melody and lyrics) by the end of grade six;
4. develop minimum curriculum goals in core subject areas for each grade level and hold teachers and students responsible for achieving these;
5. provide adequate opportunity for work place induction;
6. develop minimum standards testing in at least English and Mathematics, in all OECS countries at each grade level (Grade three and five, initially);
7. enact measures to ensure the protection of instructional time in all schools;
8. ensure that creative and critical thinking skills be developed across all grades and for all students;
9. ensure that all schools have in place systematic mechanisms for the management of instruction across and within grades;

10. work towards a clearer definition of the curriculum at the junior level of the secondary school programme (forms one to three) and appropriate articulation with the primary level;

11. develop achievement tests at the end of form three;

12. cooperate in a venture to produce suitable low-cost curriculum equipment and materials.[27]

## 8.2 Teacher Education, Training, Development and Welfare

Currently, there are about 7,500 teachers and over 500 principals at the primary and secondary levels and over 200 professional staff in Ministries of Education in OECS member states. About 46% of teachers are untrained, the vast majority of principals have had no formal training in school management (other than short workshop sessions), very few Ministry staff have had training in management and/or administration and fewer still have opportunities for on-going professional development. There is also the feeling across member states that Teacher Education programmes need to be reviewed and upgraded.

Teacher training at the primary level (basically an in-service arrangement) consists generally of a two-year full-time course of study at one of the seven training institutions. This programme is designed and moderated by the Faculty of Education of the Cave Hill Campus of UWI. Once the trainee teachers successfully complete the two-year programme, they are deemed to be qualified teachers. Except for ad hoc, short-term courses run usually by the local Ministries of Education, and generally in vacation time, primary school teachers do not receive systematic re-training. Moreover, the academic entry-level skills of most trainees is generally at or below the form-five level. There is currently no systematic mass training of secondary school teachers.[28]

In every one of the on-island consultations the current primary school teacher training programme came under heavy criticism. Officials were of the view that:

a the programme is overloaded;

b training is not apparently geared to enable teachers to deal with day-to-day classroom issues;

c trainees are talked at too much;

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[27] One of the issues raised consistently during the on-island consultations with the Reform Working Groups was the extremely high cost of providing text books to students and the inordinate burden it placed on parents and guardians.

[28] There are currently about 32 trainees in a UWI/EU non-Graduate Teacher Training Project in Grenada.

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d courses focus too much on broad theoretical issues;

e many of the teacher trainers themselves lack the skills and experience to train teachers effectively;

f the pressure of arrangements re project work, practice teaching, individual study and examinations stressed out teachers;

g the individual study as currently defined is inappropriate;

h the programme does not sufficiently recognize the needs of trainees who typically, are not well grounded in the liberal arts and sciences;[29]

i graduates of the various teacher training institutions have not been able to deal adequately with the teaching of English and Reading in particular. There were similar concerns with the teaching of Mathematics;

j the programme, as currently offered, focuses more on certification and access to university (a passport out of the education service) than on training competent practitioners.

The issues of teacher training and teacher effectiveness are not unique to the OECS. The condition of teacher training is a matter of concern in many countries. The criticism is from all quarters and focuses on every aspect of the programme. The professional literature and popular press constantly point to the inadequacy of the curriculum, the inadequacy of teachers and teacher trainers, the unsatisfactory systems of certification and the ineffectiveness of schools of education.

There are several complaints against schools of education including ill-conceived and poorly taught education courses; highly theoretical lectures; faculty that are jaded, require upgrading, require new experiences, and are generally out of touch with the reality of modern students and classroom life. Indeed there is the paradox that while there is high regard for education in probably every country of the world there is low and diminishing respect for the education profession in many countries. In partial explanation, the literature points to, among other things, the low quality of entrants into teaching : the low position of education professors vis-a-vis their counterparts in other faculties; the estrangement of education faculty from their practicing professional colleagues, and overpromising, as outsiders look to the schools for solutions to almost all major problems or aspirations.

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[29] It was argued that the teacher training programme constitutes the only full-time training that most teachers will ever receive.

In small, open, vulnerable countries like those of the OECS a weak teaching force, in an almost entirely public education system, can be disastrous. Solutions must be found to the problems of poor teacher training and teacher performance. This is not a self-correcting matter. The situation is deliberately corrected or it gets progressively worse. Teachers must be provided with the necessary background and a wide range of teaching skills and techniques that will enhance the opportunities for students to learn. These skills should include the capacity to: organize and manage classes; evaluate, discipline and encourage students; and make use of available material and equipment in a low resource environment.

Critical to the issue of improving basic education (on which all further education and training depend) is the issue of "time on task". There is a body of research that indicates quite clearly that the more time children spend ***actively engaged in meaningful learning*** the greater will be their level of achievement. This seems so obvious that at first glance it appears to be trivial. The critical phrase *"actively engaged in meaningful learning"*, however, is crucial to understanding the point, and the relevance to the education systems of member states. Early reaction to the matter of increasing learning time was the adoption of the costly policy measure of extending the school year and/or the school day. It is recognized now that there is significant variation between the legally established school year[30] and the actual time spent on active learning (Lockheed and Verspoor, 1989; Brown and Saks, 1987; Karweit, 1989). Indeed the research shows that as little as 12 percent of mandated time is used up in active learning. This means that 88 percent of school time is used up in other activities. It is known that in many schools in member states, teachers sit at their desks for long periods; dictate or write material on the chalkboard (usually from textbooks available to students) for children to copy laboriously, or do all the talking while children sit passively.

There is an important equity consideration too. Lockheed and Verspoor (1989) and others have noted that while in-school learning time is valuable to all students, it is especially important for poor students, whose out-of-school time for learning is generally very limited. Time loss for unscheduled school closings, teacher and student absences, and disruptions is much greater in developing countries than in developed countries. Lockheed and Verspoor (1989) cite, for example, the case of Haiti which had a mandated school year of 162 days (short by international standards) in 1984. They noted further that the school day often began late; teachers were frequently absent on Tuesdays and Fridays (market days); and 48 public holidays were celebrated instead of the 28 built into the school year. The result was a school year of no more than 70 days. In the OECS sub-region one is aware of the days lost around Carnival time, and in preparing for national day and other celebrations. In many cases the entire last week (sometimes more than a week) of each term is frittered away.

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[30] **In the English-speaking Caribbean the mandated school year is, on average, 180 days and roughly 5 hours a day. In the USA it is about 180 days and 6-7 hours a day; Latin America 100 days, 3-5 hours a day. Europe 220 days and Japan 240 days per year.**

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It is recognized that the active involvement of students in meaningful learning on a sustained basis requires action on several fronts. These include, providing appropriate school plant, equipment and materials; providing appropriate curriculum and curriculum assistance; and creating an environment where principals and ministry staff understand the issue of time on task and protect instructional time. However, fundamental to the issue is the matter of teacher education and training. Teachers must be provided with the knowledge (subject matter) and the training to use class time in the most efficient manner, given the level of resources available.

There is need, therefore, to develop a programme that will:

(a) provide broad grounding in arts/sciences (in particular English). A trainee might be required to offer two subjects up to about first year university level and to the N1 level in the Sciences;

(b) emphasize pedagogical skills appropriate to local circumstances (emphasis on developing problem-solving and creative skills);

(c) focus significantly on the teaching of English (reading in particular) and Mathematics;

(d) cultivate trainee maturity with respect to the capacity to pursue independent academic/professional development;

(e) provide grounding in curriculum understanding, measurement and testing, class management and use of available equipment material and technology;

(f) enable teachers to continue their own professional and intellectual development and to trust their own initiative (and that of their peers) as the most promising sources of solutions to their problems.

The following excerpt from Lockheed and Verspoor (1989) illustrate clearly some of the issues related to the need to develop in teachers the capacity to deal creatively and effectively with the pedagogical challenges of the classroom. The authors noted that,

> Research clearly demonstrates that teachers with a wide repertoire of teaching skills are better able to teach than those with only a limited repertoire. Effective pre-service training needs to build upon a sound curriculum content knowledge and provide training in pedagogical methods, while encouraging practice teaching under the supervision of an experienced capable teacher. Achieving this level of proficiency requires not only subject matter competence but also an understanding of how to effectively transmit knowledge. Teachers must be able to comprehend subject matter for themselves and then become able to elucidate subject matter in new ways, reorganize and partition it, clothe it in activities and emotions, in metaphors and exercises, and in examples and demonstrations, so that it can be grasped by students.

> The goal of teacher education is not to indoctrinate teachers to behave in rigid and prescribed ways but to encourage teachers to reason about the way they teach and why they are teaching that way. Teachers need to comprehend both the subject content and pedagogical skills necessary to follow in order to promote the exchange of ideas. These pedagogical skills include, for example, classroom management and organization, appreciation of students characteristics and preconceptions, formal and non-formal student evaluation, personal reflection and critical self-analysis. (p. 113)

Whereas there are examples of schools that perform effectively with the barest minimum in terms of school plant, equipment and material, it is clear that, in general, even the most dedicated and competent staff will ultimately lose their drive, motivation, and professional commitment under extremely adverse conditions. Lack of motivation and commitment lead to poor attendance; tardiness, high attrition; low output; non-professional attitudes to students, parents and ministry officials; absenteeism and similar behaviour on the part of students, as parents reason that it is probably not worth their while to send students to school on a sustained basis, given the high private cost and low returns.[31]

The major factors influencing low teacher morale can be classified into three categories. They are: salaries, working conditions, support and incentive issues. Absolute salaries are generally perceived as so low that teachers must engage in other forms of employment to supplement their incomes. The demanding, critical tasks of preparing lessons, grading assignments, paying individual attention to students, keeping adequate student records and basic self improvement cannot be accomplished under these conditions.

Teacher salaries are also perceived to be low relative to salaries in other areas of the public sector and of course the private sector. This has the effect of lowering the status of teachers, discouraging potentially good candidates from entering the teaching service and pushing more enterprising teachers into other occupations.

The condition of many school plants in the sub-region, especially at the primary level, is deplorable. Many schools are poorly maintained; endure substandard sanitary conditions; are severely overcrowded, and suffer acute shortages of basic instructional materials. Not only do these matters make the teaching/learning process difficult, they also further erode the status of the teacher.

On the matter of support and incentives there are serious concerns about: communication between schools and Ministries; lack of adequate technical and professional support from Ministries, inadequate opportunities for training and professional development; lack of incentives for good performance, acute lack of professional literature and resource material.

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[31] These costs include extremely high textbook costs, stationery, uniforms, meals and transport costs. The private costs per student might be two to three times higher than public expenditure per student at the primary level.

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It is proposed that the overall programme of teacher improvement should have six main thrusts:

a Improved initial (at least partially full-time) education and training programmes for teachers of primary and secondary schools.
b Systematic programmes of on-going professional development.
c Systematic professional development of teacher trainers using distance education methods, conferences, regular training abroad.
d Support for teacher growth and development via resource centres strategically placed to serve clusters of schools.
e Appropriate reward\incentive schemes for schools and teachers, and
f Appropriate use of the media and other means to provide adequate information to all actors and stakeholders.

It is proposed that, in association with the UWI, Teacher Education Institutions, Ministries of Education, and school representatives that education and training programmes be reviewed and that recommendations be made for a systematic programme of on-going teacher development. It is assumed that this can be done during the 1993/94 school year, and implementation can therefore begin during 1994/95. The proposed terms of reference are as follows:

a Undertake a full review of the current full-time two-year teacher training programme and make recommendations on appropriate programmes for both primary and secondary school teachers.

b Examine and make recommendations on the structures and arrangements for developing, monitoring and reviewing the programmes and other teacher training strategies on an on-going basis.

c Make recommendations on the development and coordination of training and professional development strategies outside the regular full-time programme.

d Make recommendations on the possible use of distance education approaches in teacher development.

It is proposed that by September 1995 (at least on a pilot scale): (a) the revised teacher education and training programmes for primary and secondary teachers will be delivered in member states. It is not expected that these programmes will require a significant level of extra resources. Member states should therefore be fully responsible for financing these programmes; (b) professional development strategies should be in place. It is proposed that these strategies include the following:

(i) A comprehensive set of modular programmes for teachers, and other education personnel from which member states may select a subset or the total package depending upon their perceived needs.

(ii) Production of an induction training package for all new, untrained staff.

(iii) Training of local staff (short, medium, long term) local, sub-regionally, regionally and extra regionally.

(iv) Appropriate rewards and incentives such as providing financial support for regional or sub-regional conferences and small grants for authorized school-improvement oriented studies.

## 8.3 Strengthening and Supporting Pre-School Initiatives

Recent reports indicate that multi-disciplinary early childhood education programmes that focus on health, nutrition, socialization, adequate mental stimulation language development, parent involvement and parenting make a considerable difference in the lives of a nation's children. It also follows that inappropriate programmes that focus on drill, constant controlling, directing, punishing and unduly restricting young children either because of philosophy or inadequate plant will negatively affect their development. Given the changing family and work situation in most member states, it is clear that the demand for early childhood education and care services will continue to rise. According to the OERS survey (1993) there are 466 pre-schools with total enrolment of over 20,000 children in member states.

Although governments and Ministries of Education recognize the value of early childhood education, given the dynamism of the non-government sector and the rapidly increasing demand for education and care at this level, it is prudent that governments, given their heavy commitment to other levels of education and the obvious limitations of the public purse, continue to promote and facilitate private initiative and philanthropic contributions as the major sources of support for pre-schools. (OECS, 1991, Charles 1992).

The sector, however, requires government involvement and direction in a number of critical areas. Among the initiatives that might be necessary are:

(1) The establishment of a sub-regional committee on early childhood education whose function it will be to draft strategic goals, review and evaluate current activities, make recommendation on any related matters and report to the Secretariat and or the OERC at appropriate times. Efforts at the sub-regional level should focus on staff training, data collection, and system-improvement oriented research.

(2) The establishment of national committees on early childhood education with similar functions as indicated above but reporting to national authorities.

(3) Provision of National governments' support in the areas of:

   (a) teacher education, training and development;

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(b) curriculum development - giving due consideration to the unique needs and characteristics of children in different social, and economic settings;
(c) equipment and material and minimal plant facilities in situations of urgent need;
(d) monitoring and setting standards for all pre-school institutions and giving these the support of law;
(e) parent and community involvement through appropriate media programmes.

## 8.4 Financing of Education

Although it appears that the relative share to education has been declining over the last three years, the OECS member states have consistently devoted between 11 and 23 percent of their Government annual recurrent budget to the education sector. In most territories education is financed almost entirely from government resources. Even in situations where there are several private (usually denominational) schools, government subventions generally cover the bulk of recurrent and capital costs of these institutions.

It will not be an easy matter for most of these countries to increase substantially the allocation from the public sector. But as has been stated before, the major hope for the sub-region lies in its major resource which is its people. This is true for all nations but because of the small size, lack of known minerals and other freely exploitable resources, the changing global economic environment, and the transformation that is required to redirect these economies from a mono-crop, import/export orientation, these territories cannot afford the underdevelopment or under-utilization of their human resources.

In addition, a number of problems still plague the education sector such as the need to improve quality at the primary level, the need to improve access and quality at the secondary level, the appallingly low coverage at the tertiary level, and the fragmented and inappropriate provision in TVET, Adult and Continuing Education. All of these, in spite of the expected fall in the size of the 5 - 14 age group, are likely to require a considerable increase in resources to the education sector.

The problems of the financing of education might be approached from two broad fronts: domestic and external. On the domestic front the following measures are possible:

(a) More efficient use of available resources (private and public)

(b) Reallocation of resources among sectors

(c) Cost recovery measures (including student loans graduate taxes and users fees)

(d) Specific earmarked taxes

(e) Taxes, levies on industry/commerce

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(f) Community inputs

(g) Internal borrowing through government bonds and other securities.

On the external front the possible measures might include:

(a) External borrowing through institutions such as the World Bank and the Caribbean Development Bank.

(b) More adequate exploitation of bilateral sources especially on a sub-regional and regional basis.

The OECS Report (1991) outlines a number of specific proposals under strategies 53-59 with the overall objectives of:

(a) increasing the financial resources to education from all sources;

(b) maximizing the efficient use of these resources;

(c) promoting long-term investment in education sector programmes and projects;

(d) ensuring public accountability.

The strategies clearly outline the proposed role of governments, parents, students, community, and support organizations in the financing of education.

The major need at present is for timely, relevant, compatible, reliable data and research across the OECS. Improved efficiency in the allocation and use of education resources, for example, will require data not only on government expenditure but also on total direct private cost, total indirect private costs measured in terms of foregone earnings, as well as inputs from other sources such as community, NGOs, and external agencies. Data are also required on the use of these resources at the school and the macro levels as well as on the technology of education production, personnel costs, and rates of dropouts and repetitions.

Information is required about student loans and user fees and various forms of financial aid. It is necessary that territories get a clear picture of the effect of these measures on enrolment rates (especially among lower SES students). It is also necessary to study carefully issues such as: the cost of administering various loan programmes, collateral and guarantee mechanisms; methods of repayments; appropriate rates of interests; and how to deal with students who default on payments.

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Current OERS implementation proposals such as systematic student assessment, the development of a harmonized EMIS, and the focus on system-improvement oriented research within the OERU will greatly facilitate these developments. The search towards increasing access at the secondary level and the development of multi-purpose centres is expected to open the way for more equitable use of user fees beyond the secondary level. The challenge according to World Bank (1992), is to devise fee structures coupled with loan programmes which recoup significant amounts of resources without adversely affecting the relative opportunities for students from low income families to receive education and training. There are the further challenges of utilizing available resources (public and private) in the most cost effective and cost efficient manner and influencing the public, where necessary, to provide additional support for education.

It is necessary, therefore that the OERS be concerned with the following policy issues:

(a) Strengthening the informational base to facilitate cost analysis.

(b) Conducting research on educational costs.

(c) Pursuing cost control and efficiency measures.

(d) Incorporating cost analysis into educational policy making.

## SECTION 9

## THE CHALLENGE OF IMPLEMENTATION

While a full review of the rapidly growing literature in education reform is outside the scope of this exercise it is important to take note of some of the major issues and concerns that have emerged and continue to emerge. Education reform did not begin in the 1980s nor did it begin with the publication of "A Nation at Risk" in 1983. Soltis (1988) makes the comment that "We all know that American education has been in an extended period of reform since 1983 and that the end is not yet in sight." The same can be said about education in Britain and many other parts of the world. In spite of the dominant British, and in recent times North American influences on Caribbean education systems, the region itself can speak of an extended period of reform dating back from early post emancipation times. What characterizes the recent waves of reform is the voluminous body of literature that they have spawned and the closer attention that has been paid to perceived outcomes of these reform initiatives.

On balance, the reports have not been very encouraging. Farrell (1991) noted, for example, that "we now have more than thirty years of experience with attempts to design and implement large-scale, long-term programmes of educational reform in developing nations often with the assistance of multi-lateral or bi-lateral donor agencies" but concludes that on the basis of the available evidence, "there are far more examples of failure or of minimal success, than of relatively complete success. He also argues that education reform has turned out to be a far more difficult and risk-prone venture than had been imagined.

Several critics have cited the problems of inadequate finance and resources generally to support education reform initiatives (Plank, 1987; Pery, 1988; Rossmiller, 1986). They point to the relative decline in allocations to education over the last four decades and note that even in situations where absolute amounts have increased, because of the labour intensive nature of education, inflationary pressures have wiped out any possible gains. They note too that the suffocating financial squeeze goes on despite the "theoretical high priority" given to education.

On the political side critics argue that reform initiatives have been too few too indirect and generally fragmented, disparate strategies that lack integrated cohesiveness (Timar & Kirp, 1988 Cuban 1984). On the other hand Farrell (1991) and others warn about the smorgasbord or "Christmas tree" approach to reform. They argue that reforms that focus on more literacy, more primary schools, more secondary schools, more technical and vocational education, more tertiary education, more teachers more facilities all at once cannot be translated into reality. Plank (19870 pointed out that the process of relying on commission reports was likely to be ineffective. (Chubb, 1988; Timar & Kirp 1988 also point to inappropriate policy mechanisms, regulations, and compliance monitoring.

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Several critics point to failed reform because of premature or hasty implementation: inadequate monitoring: insufficient time, effort and resources devoted to coalition building, field testing and marketing (Farrell 1991) (Henchey 1991). Other critics point to the inability of people in education to get a set of critical and integrated policy matters high enough on a government's agenda and to keep them there. They note further that this requires a combination of analytical and political skill that most personnel in education do not possess. Moreover, they note that good basic education cannot be produced by educational tinkering alone and that the state must provide an adequate basic quality of life, including housing, health care, nutrition, and employment to complement efforts in education.

Bennet (1991), for example, on the basis of experiences in education reform in Thailand draws attention to the difficult task of providing effective education to urban children and their parents. He noted that,

> There was little sense of community, massive social problems, and a greater need to make money immediately in any way.... while cognitive skills have been taught most children have not gained life skills to help them cope with their difficult surroundings (p. 52).

According to Murphy (1988), the most pervasive rationale for the unlikely success of reform measures has focused on the organizational nature of schools. Fundamental to this position is the perception that schools function as loosely coupled systems and are therefore difficult to penetrate without the good will and support of personnel in those units.

The findings have been conflicting in many ways. While several critics emphasize the need for overhauling existing structures, others have argued that one of the reasons that many reform initiatives have been successful is that they built improvement efforts upon existing organizational structures. According to Goodlad (1984) "They were designed to improve the schools we have and did not call for major upheavals of current operations." In support of this view, Murphy (1989) noted that the known successful reforms

> .... emphasized quantitative increases in areas such as curriculum requirements and time for learning. Revisions were not predicated upon dramatic improvement in the quality of people employed in schools nor upon the ways they worked or the task structures under which they operated, revisions that would be difficult to achieve in the short run and unlikely to occur in a system marked by incremental change (p. 213).

It is argued that many of the recent reform initiatives, tougher standards, more testing, and longer school days are viewed by education personnel as simply part of the inexorable pendulum swing of educational history, moving from educational liberalism to the more conservative back-to-the-basics.

Critics argue too that reform initiatives generally conflict with deep seated values and mindsets about what is and what is not possible in schools, and teachers therefore simply reinterpret or reject outright, reform proposals that are not consistent with their perspectives. It is argued, for example, that public schools are expected to provide a multiplicity of services and education to a large number of students who are, for the most part, compelled to attend school regardless of their interest in, and aptitude for academic learning. It is further argued that these requirements force schools into standard institutional routines and modes of, for example, teaching-large groups of students performing similar activities at the same time, and that reforms that threaten these routines have very little chance of succeeding (Goffman, 1969; Elmore, 1987). Critics noted too, that reforms have tended to be top-down and that top-down strategies do not work well in school environments which, they claim, are loosely coupled systems. Furthermore, Chubb (1988) and Murphy (1989) argued that adults who populate schools have too much to lose from changes and too few incentives to make them.

Critics have also cited the heavy reliance on standardized tests of basic skills, especially in North America, as an outcome of reform. They have noted too, the tendency for these tests to focus more on low cognitive skills rather than on higher order thinking skills and the extent to which the entire schooling process can be corrupted as a result. Murphy (1988) argue, however, that the presumption of failure of recent reforms is based, in part, on the use of inappropriate measures of success and faulty time for assessment. He further pointed to the important role that reform initiatives have played in focussing attention on outcome measures in general, and argued that more sophisticated measures as demanded by critics are thus more likely to become a reality in the future.

Murphy puts forward the view that the argument of the incompatibility of top-down reform initiatives in a loosely coupled environment is probably not as powerful in recent times since, in his view, the goals and purposes of schooling were narrowing, becoming clearer and more tightly linked. This is probably an important point in the English-speaking Caribbean with educational systems characterized by national and regional curriculums and essentially controlled, or at least co-ordinated by central mechanisms.

Among the lessons to be learnt from the literature are that while education reform is possible, it is not easy. It is one of the most complex human endeavours and requires a sensitive understanding of local political and educational conditions, and, above all, requires adequate resources.

It is necessary, therefore, to develop a collaborative, integrated management plan for the implementation of reform. Such a plan should have the perspectives of a system with built in design for policy, feedback, processing of information, synthesis of data, accessing resources, and evaluation and monitoring of the projects under implementation. A key theme in the literature is that reform is not about projects. It is about a coherent strategy which involves a set of projects related to each other and to existing state policies.

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There is, as expected, no one way of going about reform. Successful reforms such as the Chilean Reform (1965-70) can be regarded as a large menu reform; the Columbian Reform (Esquela Nueva) can be regarded as a limited menu reform, and the Philippine textbook programme can be regarded as a single initiative with a top-down approach. The challenge is to recognize the problems and tensions and to design implementation strategies that build on school level priorities and concerns within an integrated development framework that is based on national goals and constraints.

## SECTION 10

## STRUCTURE AND EVOLUTION OF THE OECS

Following the collapse of the Federation of the West Indies in 1962 and the subsequent ill-fated proposed federal scheme between Barbados and the Leeward and Windward Islands the territories of Antigua, Dominica, Grenada, St. Kitts and Nevis, St. Lucia and St. Vincent along with Montserrat grouped themselves in 1966 in an administrative arrangement called the West Indies Associated States (WISA). The territories involved sought, through this arrangement, to administer such common services and to perform such other functions as would be agreed upon from time to time. WISA was in effect an interim arrangement until such time as the territories concerned could decide on their own constitutional and political future.

Under WISA, a number of administrative and institutional arrangements were set up to meet the needs of these territories within the framework of their constitutional status as non-independent states. The move towards Associate Statehood with Britain and eventual full political independence by the WISA Member States, however, necessitated a reappraisal of the machinery for functional co-operation.

The Council of Ministers therefore set about to explore various means through which the relationship could be progressively developed and the steps which might be taken to accommodate new administrative and legal mechanisms within an operational framework. To this end, the Council of Ministers agreed that the relationship should be deepened through the establishment of an Organization with a legal personality.

This eventually led to the Treaty establishing the Organization of Eastern Caribbean States (OECS) which was signed in Basseterre, St. Kitts, on June 18 1981 and is commonly referred to as the "Treaty of Basseterre." The Treaty came into operation on 2nd July 1981. The countries currently involved in this arrangement are the six independent territories of Antigua and Barbuda, Dominica, Grenada, St. Kitts and Nevis, St. Lucia and St. Vincent and the Grenadines, and the still dependent territories of The British Virgin Islands and Montserrat.

The underlying principle for the establishment of the OECS by its Member States is that of "uniting their efforts and resources and establishing and strengthening common institutions which could serve to increase their bargaining power as regards third countries or groupings of countries."

Among the major purposes of the organization are:

(a) to promote co-operation among Member States and at the regional and international levels;

(b) to promote unity and solidarity among the Member States and to defend their sovereignty, territorial integrity and independence;

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(c) to promote economic integration through the provisions of the Agreement Establishing the East Caribbean Common Market;

(d) to seek to achieve the fullest possible harmonization of foreign policy among the Member States; to seek to adopt, as far as possible, common positions on international issues and to establish and maintain, where possible, arrangements for joint overseas representation and/or common services.

In relation to the Purpose and Functions of the OECS a number of areas of activity have been identified in the Treaty, in which the Member States endeavour to co-ordinate, harmonize and pursue joint policies.

These include:-

(1) Overseas Representation.
(2) International Trade Agreements and other External Economic Relations.
(3) Financial and Technical Assistance from external sources.
(4) International Marketing of Goods and Services including Tourism.
(5) Economic integration among the Member States, through the East Caribbean Common Market Agreement.
(6) External Transportation and Communications including Civil Aviation.
(7) Matters relating to the Sea and its resources.
(8) The judiciary.
(9) Currency and Central Banking.
(10) Tertiary Education including University.
(11) Public Administration and Management.
(12) Scientific, Technical and Cultural Co-operation.
(13) Mutual Defence and Security.

The functions of the Organization are accomplished primarily through its principal institutions which are:-

(a) The Authority of Heads of Government
(b) The Foreign Affairs Committee (Ministerial)
(c) The Defence and Security Committee (Ministerial)
(d) The Economic Affairs Committee (Ministerial)
(e) The Legal Affairs Committee (Ministerial)
(f) The Central Secretariat.

The Authority of heads of Government and the Economic Affairs committee meet twice a year. The other Committees meet as may be necessary from time to time.

The institutions and agencies which function within that framework of the Organization are the Central Secretariat (St. Lucia), the Economic Affairs Secretariat (Antigua and Barbuda), the Directorate of Civil Aviation and OECS AERADIO (Antigua and Barbuda), the Fisheries Unit (St. Lucia), the Agricultural Diversification Co-ordinating Unit and the Eastern Caribbean States Export Development Agency (Dominica), the Eastern Caribbean Investment Promotion Service (Washington, D.C.).

Within the Central Secretariat there is a Legal unit, an information network system (INFONET) and a Sports Desk. Matters relating to joint overseas representation at the High Commissions in London and Ottawa are also dealt with through the Central Secretariat.

Given the importance of human resource development in the OECS and given the clear commitment that all Member States have made to education and human resource development it seems clear that an eighth institute "The Education and Human Resource Development Committee or Council" and accompanying unit will emerge as a major force in the OECS structure.

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APPENDIX 1

# BASIC DATA SHEET (OECS)

| | | Popula. (000s) | Area Sq. Mi. | (1988) Labour Force (000s) | | EC$M GDP (1988) | | EC$M Export earnings (1988) | | EC$M Manufact'ng (1988) | Stay over Tourism | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ANTIGUA/BARBUDA | 1988 | 84.6 | 171 | Total | 20.7 | 1988 | 771.1 | Total | 45.9 | 23.0 | 1988 | 176,893 |
| | 1992 | 64.0 | | % Agri | 0.9 | 1990 | 919.4 | | - | | 1991 | 182,187 |
| BRITISH VIRGIN ISLAND | 1988 | | 59 | Total | | 1988 | | Total | | | 1988 | |
| | 1992 | 16.7 | | % Agri | | 1990 | 373.1 | | | | 1991 | |
| DOMINICA | 1988 | 21.3 | 290 | Total | 29.7 | 1988 | 324.3 | Total | 150.0 | 18.3 | 1988 | 32,952 |
| | 1992 | 71.2 | | % Agri | 10.4 | 1990 | 381.3 | Bananas | 99.5 | | 1991 | 46,313 |
| GRENADA | 1998 | 95.0 | 133 | Total | 41.6 | 1988 | 350.2 | Total | 88.5 | 16.2 | 1998 | 61,795 |
| | 1992 | 90.6 | | % Agri | 11.2 | 1990 | 422.0 | Bananas | 12.7 | | 1991 | 94,185 |
| MONTSERRAT | 1988 | 12.0 | 39.5 | Total | | 1988 | 113.5 | Total | 6.3 | 6.8 | 1988 | 17,876 |
| | 1992 | 11.0 | | % Agri | | 1990 | 135.2 | | - | | 1991 | 19,000 |
| ST. KITT/NEVIS | 1988 | 45.0 | 104 | Total | 14.5 | 1988 | 248.7 | Total | 81.7 | 33.4 | 1988 | 66,620 |
| | 1992 | 43.0 | | % Agri | 3.7 | 1990 | 357.9 | Sugar | 31.6 | | 1991 | 82,706 |
| ST. LUCIA | 1988 | 136.0 | 238 | Total | 54.7 | 1988 | 519.1 | Total | 312.0 | 35.0 | 1988 | 128,595 |
| | 1992 | 154.4 | | % Agri | 18.9 | 1990 | 390.3 | Bananas | 176.9 | | 1991 | 159,034 |
| ST. VINCENT/GRENADINES | 1988 | 113.0 | 150 | Total | 42.5 | 1988 | 358.5 | Total | 230.0 | 25.2 | 1988 | 74,047 |
| | 1992 | 107.6 | | % Agri | 12.8 | 1990 | 480.9 | Bananas | 84.9 | | 1991 | 51,629 |

SOURCE: ECCB

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# APPENDIX 2

# OECS EDUCATION INDICATORS

Legend: - No data submitted * Not applicable + (Estimate)

| COUNTRY | Number of Schools (1992/93) | | | Enrolment (1992/93) | | | Annual Attendance (%) | | | | | Cohort (1992/93) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | (Students) | | (Teachers) | | | | |
| | Pre. | Prim. | Sec. | Pre. | Prim. | Sec. | Year | Prim. | Sec. | Prim. | Sec. | Prim. (5 - 11) | Sec. (11+-17) | Compulsory Ed. |
| ANTIGUA & BARBUDA | 35 | 43 | 12 | +<br>1,800 | 10,965 | 4,378<br>(54) | 89/90 | 89 | 88 | - | - | +<br>8,000 | +<br>8,105 | 5-16 |
| | | | | | | | 90/91 | 89 | 91 | - | - | | | |
| | | | | | | | 91/92 | 87 | 90 | - | - | | | |
| BRITISH VIRGIN ISLANDS | 7 | 20 | 6 | 330 | 2,595 | 1,205<br>(77) | 89/90 | 92.7 | 91.0 | 85.5 | 85.5 | +<br>1,739 | +<br>1,560 | 5-16 |
| | | | | | | | 90/91 | 94.6 | 89.5 | 89.4 | 82.6 | | | |
| | | | | | | | 91/92 | 90.3 | 95.5 | 82.6 | 80.4 | | | |
| DOMINICA | 70 | 66 | 13 | 3,000 | 14,920 | 4,536<br>(40.9) | 89/90 | - | - | - | - | 11,896 | 11,086 | 5-15 |
| | | | | | | | 90/91 | - | - | - | - | | | |
| | | | | | | | 91/92 | - | - | - | - | | | |
| GRENADA | 75 | 77 | 19 | 4,218 | 22,423 | 7,183<br>(44.8) | 89/90 | 88.0 | 90.4 | 85.5 | 90.1 | 17,423 | 15,974 | 5-16 |
| | | | | | | | 90/91 | 84.4 | 93.5 | 87.0 | 92.5 | | | |
| | | | | | | | 91/92 | 88.9 | 89.3 | 89.5 | 95.0 | | | |
| MONTSERRAT | 14 | 12 | 2 | 471 | 1,548 | 860<br>(72.8) | 89/90 | - | - | 95.3 | 96 | +<br>1,326 | +<br>1,180 | 5-16 |
| | | | | | | | 90/91 | - | - | 95.9 | 93 | | | |
| | | | | | | | 91/92 | 95.3 | 95.6 | 96.7 | 97 | | | |
| ST. KITTS & NEVIS | 40 | 31 | 8 | 1,384 | 6,912 | 4,720<br>(103) | 89/90 | 92.1 | 93.5 | 97.4 | 95.1 | 7,054 | 4,570 | 5-16 |
| | | | | | | | 90/91 | 93.4 | 94.6 | 92.5 | 95.6 | | | |
| | | | | | | | 91/92 | 94.2 | 94.8 | 97.4 | 94.5 | | | |
| ST. LUCIA | 150 | 88 | 16 | 7,200 | 32,290 | 9,866<br>(49.8) | 89/90 | - | - | - | - | 25,082 | 19,798 | 5-15 |
| | | | | | | | 90/91 | 87.2 | 94.1 | 93.1 | 93.7 | | | |
| | | | | | | | 91/92 | - | - | - | - | | | |
| ST. VINCENT & THE GRENADINES | 75 | 66 | 21 | 2,500 | 24,134 | 7,174<br>(39.9) | 89/90 | 85 | 96.9 | 88.9 | 96 | 19,444 | 17,965 | 5-15 |
| | | | | | | | 90/91 | 88.9 | 95 | 94.9 | 97.5 | | | |
| | | | | | | | 91/92 | 87.9 | 97 | 92.9 | 96.8 | | | |
| TOTALS | 466 | 403 | 97 | 20,903 | 115,787 | 39,922<br>(49.8) | | | | | | 91,964 | 80,228 | |

( ) Column 6, represents the percentage of the Secondary-age cohort actually enrolled in Secondary schools.

# OECS EDUCATION INDICATORS

**Legend:** - No data submitted * Not applicable

| COUNTRY | CXC/GCE Performance Number Obtaining | | | | | Common Entrance | | A" Level Performance Number Obtaining | | | Staffing data (92/93) (Primary) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Year | 4+ | Zero | Total Sitting | Total Form 5 | Number Sitting | Number Ass'n | 2+ | Zero | No. Sitting | Total | Female % | No. Trained | Univ. Grads |
| ANTIGUA & BARBUDA | 1990 | - | - | - | 657 | 989 | 579 | - | - | - | 417 | 83 | 319 | 7 |
| | 91 | - | - | - | 634 | 1,150 | 651 | - | - | - | | | | |
| | 92 | 192 | 387 | | 613 | 1,040 | 560 | 60 | 80 | 218 | | | | |
| BRITISH VIRGIN ISLANDS | 1990 | 19 | 13 | | | 281 | 196 | | | | 107 | 86.4 | 95 | 45 |
| | 91 | 20 | 11 | | | 348 | 190 | | | | | | | |
| | 92 | 18 | 9 | | | 391 | 205 | | | | | | | |
| DOMINICA | 1990 | 133 | 96 | 565 | 565 | 1,738 | 560 | 6 | 45 | 72 | 608 | 72.4 | 294 | 0 |
| | 91 | 175 | 67 | 549 | 549 | 1,824 | 744 | 10 | 44 | 63 | | | | |
| | 92 | 212 | 101 | 588 | 588 | 2,003 | 743 | 6 | 41 | 71 | | | | |
| GRENADA | 1990 | 141 | 345 | 1,123 | 1,273 | 2,895 | 1,333 | 55 | 42 | 116 | 831 | 71.2 | 405 | 0 |
| | 91 | 184 | 345 | 1,234 | 1,276 | 2,950 | 1,298 | 30 | 30 | 89 | | | | |
| | 92 | 260 | 310 | 1,336 | 1,384 | 2,913 | 1,272 | 42 | 90 | 170 | | | | |
| MONTSERRAT | 1990 | 41 | 1 | 85 | 85 | * | * | 6 | 3 | 12 | 74 | 86 | 40 | 2 |
| | 91 | 48 | 18 | 169 | 240 | * | * | 6 | 6 | 17 | | | | |
| | 92 | 40 | 6 | 123 | 160 | * | * | 6 | 6 | 17 | | | | |
| ST. KITTS & NEVIS | 1990 | 121 | 17 | 278 | 278 | * | * | 26 | 19 | 73 | 342 | 78.9 | 250 | 30 |
| | 91 | 133 | 31 | 311 | 311 | * | * | 32 | 25 | 90 | | | | |
| | 92 | 140 | 36 | 350 | 350 | * | * | 26 | 30 | 88 | | | | |
| ST. LUCIA | 1990 | 432 | 146 | 1,043 | 1,075 | 5,151 | 1,648 | 80 | 8 | 122 | 1,176 | 84.4 | 727 | 1 |
| | 91 | 386 | 155 | 1,066 | 1,076 | 4,950 | 1,972 | 98 | 15 | 144 | | | | |
| | 92 | 465 | 293 | 1,261 | 1,297 | 4,799 | 2,793 | - | - | - | | | | |
| ST. VINCENT & THE GRENADINES | 1990 | 177 | 268 | - | 977 | 2,434 | 705 | 31 | 43 | 92 | 1,215 | 67.6 | 371 | 0 |
| | 91 | 187 | 522 | - | 1,153 | 2,572 | 901 | 48 | 13 | 80 | | | | |
| | 92 | - | - | - | 1,114 | 2,602 | 993 | 39 | 17 | 77 | | | | |
| TOTAL | | | | | | | | | | | 4,770 | | 2,501 | 85 |

Teacher/s ratio 1:24.3 52.4%

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# OECS EDUCATION INDICATORS

**Legend:** - No data submitted      * Not applicable

| COUNTRY | Staff Data (Secondary)<br>Total | Female % | No. Trained | No. of Univ. Grads | Output of Trained Teachers<br>1989 | 1990 | 1991 | 1992 | Training INFO (Ministry officials)<br>Total No. | Masters Level+ | Bach Level | Non Grads | Mgt. Training | 6+ yrs since last Training |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ANTIGUA & BARBUDA | 302 | 61 | 193 | 120 | 18 | 13 | 23 | 20 | 17 | 1 | 9 | 7 | | 14 |
| BRITISH VIRGIN ISLANDS | 96 | 59.5 | 77 | 76 | 17 | 8 | 2 | 10 | 9 | 4 | 5 | 0 | 2 | |
| DOMINICA | 258 | 58 | 67 | 70 | 24 | 19 | 17 | 29 | 14 | 5 | 5 | 4 | 10 | 7 |
| GRENADA | 365 | 51.2 | 113 | 155 | 31 | 27 | 35 | 24 | 44 | 8 | 10 | 26 | 3 | |
| MONTSERRAT | 70 | 72 | 30 | 29 | * | * | * | * | 7 | 2 | 5 | 0 | 6 | 1 |
| ST. KITTS & NEVIS | 302 | 56.9 | 189 | 113 | 24 | 21 | 20 | 13 | 16 | 3 | | | 1 | 1 |
| ST. LUCIA | 466 | 59.0 | 355 | 180 | - | 73 | 79 | 49 | 35 | 12 | 10 | 13 | - | - |
| ST. VINCENT & THE GRENADINES | 408 | 55.4 | 120 | 132 | 34 | 39 | 64 | 57 | 23 | 7 | 3 | 13 | 5 | 20 |
| TOTAL | 2,267 | | 1,144 | 875 | | | | | 165 | 42 | | | | |

Teacher/s ratio 1:17.6      50.4%   38.6%

## OECS EDUCATION INDICATORS

**Legend:** - No data submitted * Not applicable

| COUNTRY | | Annual Salary Data (EC$) Teachers and Education Officers (1992/93) | | | | | | Academic Qual (Principals) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Primary | | Secondary | |
| | | Un-Trained | Trained Non Grad | Grads. | Primary Principal | Secondary Principal | Education Officer | Non Grads. | Grads. | Non Grads. | Grads. |
| ANTIGUA & BARBUDA | Max | 19,176 | 29,460 | 32,496 | 32,496 | 36,288 | 36,288 | 24 | 4 | | 9 |
| | Min | 15,480 | (1.35)<br>21,852 | (1.09)<br>29,712 | (1.0)<br>32,496 | (1.0)<br>36,2[illegible] | (1.0)<br>36,288 | | | | |
| BRITISH VIRGIN ISLANDS | Max | 27,928 | 50,608 | 55,371 | 55,371 | 64,216 | 64,216 | 10 | 10 | 1 | 4 |
| | Min | 20,638 | (1.59)<br>31,849 | (1.16)<br>47,660 | (1.16)<br>47,660 | (1.1)<br>58,546 | (1.1)<br>58,546 | | | | |
| DOMINICA | Max | 14,904 | (1.23)<br>25,908 | (1.38)<br>34,608 | (1.59)<br>29,820 | (1.5)<br>38,868 | (1.09)<br>36,024 | 65 | 1 | 0 | 13 |
| | Min | 12,240 | (1.4)<br>18,456 | (1.29)<br>26,892 | (1.11)<br>26,892 | (1.0)<br>38,868 | (1.17)<br>30,792 | | | | |
| GRENADA | Max | 17,040 | 18,096 | 24,936 | 22,560 | 25,440 | 24,984 | 62 | 0 | 0 | 19 |
| | Min | 12,900 | (1.23)<br>14,664 | (1.28)<br>19,128 | (1.25)<br>18,012 | (1.0)<br>25,440 | (1.0)<br>24,948 | | | | |
| MONTSERRAT | Max | 15,888 | 29,244 | 34,344 | 34,344 | 42,504 | 41,484 | 5 | 4 | 1 | 3 |
| | Min | 14,448 | (1.6)<br>18,180 | (1.22)<br>28,224 | (1.22)<br>28,224 | (1.0)<br>42,504 | (1.08)<br>38,424 | | | | |
| ST. KITTS & NEVIS | Max | 14,880 | 24,240 | 37,560 | 31,440 | 39,240 | 37,560 | 20 | 11 | 0 | 7 |
| | Min | 10,440 | (1.55)<br>15,600 | (1.54)<br>24,240 | (1.19)<br>26,400 | (1.0)<br>39,420 | (1.36)<br>27,600 | | | | |
| ST. LUCIA | Max | 18,420 | 26,100 | 43,380 | 38,460 | 45,840 | 48,300 | - | - | - | - |
| | Min | 9,780 | (1.37)<br>19,020 | (1.36)<br>31,740 | (1.03)<br>37,020 | (1.03)<br>44,220 | (1.15)<br>41,760 | | | | |
| ST. VINCENT & THE GRENADINES | Max | 12,504 | 19,284 | 30,[illegible]44 | 28,932 | 33,684 | 37,596 | 66 | 0 | 5 | 16 |
| | Min | 8,208 | (1.57)<br>12,240 | (1.6)<br>19,00[illegible] | (1.59)<br>18,144 | (1.34)<br>24,984 | (1.26)<br>29,628 | | | | |

( ) ratio of entry-level salary to top of scale.

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# OECS EDUCATION INDICATORS

Legend: - No data submitted * Not applicable

| COUNTRY | BUDGET DATA (EC$ 000,000) | | | | | | | | EQUIPMENT/FACILITIES Schools require | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Year | Total to Education | P. E. | Primary Education | Secondary Education | Tertiary Education | Capital Education | Total Gov't Budget | Level | Ext. | Major REHAB | Replacement |
| ANTIGUA & BARBUDA | 1990 | 25.82 | 19.94 | 9.73 | 9.99 | 2.17 | 0.55 | - | Prim. | 6 | 5 | - |
| | 91 | 26.99 | 26.33 | 11.07 | 9.94 | 2.27 | 2.89 | - | Sec. | 5 | 4 | - |
| | 92 | 30.5 | 20.0 | 11.6 | 11.5 | 3.4 | 1.30 | 283.72 | | | | |
| BRITISH VIRGIN ISLANDS | 1990 | 14.5 | 11.34 | 6.5 | 6.7 | - | 4.4 | 109.0 | Prim. | 3 | 1 | 1 |
| | 91 | 14.6 | 11.88 | 6.4 | 7.6 | - | 4.4 | 137.0 | Sec. | 2 | 0 | 0 |
| | 92 | 16.4 | 12.15 | 6.5 | 7.7 | - | 3.0 | 147.0 | | | | |
| DOMINICA | 1990 | 20.0 | 16.5 | 11.9 | 4.2 | 0.8 | 1.1 | 122.8 | Prim. | 17 | 19 | 12 |
| | 91 | 23.5 | 20.2 | 13.1 | 5.0 | 1.0 | 2.4 | 133.4 | | | | |
| | 92 | 24.7 | 22.2 | 14.0 | 5.8 | 1.2 | 7.1 | 145.7 | Sec. | 3 | 2 | 0 |
| GRENADA | 1990 | 30.6 | 21.5 | 21.4 | - | 2.4 | 1.4 | 158.2 | Prim. | 10 | 22 | 4 |
| | 91 | 33.9 | 20.5 | 22.2 | - | 3.0 | 0.6 | 164.5 | Sec. | 5 | 3 | 1 |
| | 92 | 32.3 | 21.1 | 22.9 | - | 2.6 | 1.6 | 169.7 | | | | |
| MONTSERRAT | 1990 | 6.3 | - | 1.7 | 2.0 | 0.38 | 1.7 | 33.5 | Prim | 2 | 2 | 2 |
| | 91 | 8.0 | - | 2.2 | 2.6 | 0.58 | 1.2 | 39.0 | Sec. | 0 | 1 | 1 |
| | 92 | 8.0 | - | 2.2 | 2.5 | 0.53 | 3.2 | 42.4 | | | | |
| ST. KITTS & NEVIS | 1990 | 13.3 | 12.1 | 6.2 | 5.0 | 1.6 | 21.3 | 93.2 | Prim. | 9 | 13 | 1 |
| | 91 | 13.6 | 12.3 | 6.4 | 5.2 | 1.6 | 18.8 | 98.8 | Sec. | 5 | 6 | 1 |
| | 92 | 14.0 | 12.5 | 6.6 | 5.3 | 1.5 | 19.84 | 111.1 | | | | |
| ST. LUCIA | 1990 | 50.0 | 39.6 | 24.7 | 11.5 | 5.2 | 15.1 | 216.5 | Prim. | 16 | 9 | 6 |
| | 91 | 53.5 | 37.3 | 25.6 | 12.5 | 6.9 | 15.1 | 236.6 | Sec. | 2 | 1 | 1 |
| | 92 | 55.0 | 39.7 | 26.4 | 12.6 | 7.2 | 26.5 | 263.5 | | | | |
| ST. VINCENT & THE GRENADINES | 1990 | 26.7 | 21.4 | 15.9 | 5.4 | 1.98 | 8.5 | 135.2 | Prim. | 10 | 7 | 6 |
| | 91 | 30.1 | 24.9 | 17.9 | 6.3 | 1.95 | 9.2 | 149.1 | Sec. | 5 | 1 | 5 |
| | 92 | 32.8 | 26.6 | 19.1 | 7.0 | 2.0 | 8.2 | 169.6 | | | | |

# OECS EDUCATION INDICATORS

Legend: - No data submitted * Not applicable

| COUNTRY | Level | EQUIPMENT/FACILITIES Number of schools without equipment or facility listed below | | | | | | | | | | | Computer | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Phone | Electric | Type Writers | Photo-copier | Playing Field | Courts | Prin. Office | Staff Room | Library | Dupli-cator | Science Room | Admin. | Lab |
| ANTIGUA & BARBUDA | Prim. | 2 | 0 | 23 | 29 | 0 | 29 | 0 | 6 | 23 | 22 | 27 | 27 | 29 |
| | Sec. | 0 | 0 | 0 | 7 | 0 | 9 | 0 | 0 | 0 | 2 | 0 | 7 | 8 |
| BRITISH VIRGIN ISLANDS | Prim. | 0 | 0 | 15 | 0 | 12 | 4 | 1 | 6 | 2 | 0 | 17 | 0 | 17 |
| | Sec. | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | | 2 | 0 | 2 |
| DOMINICA | Prim. | 15 | 17 | 39 | 53 | 52 | 49 | 10 | 37 | 42 | 36 | 58 | 63 | 66 |
| | Sec. | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 5 | 0 | 0 | 13 | 14 |
| GRENADA | Prim. | 12 | 0 | 40 | 48 | 0 | 50 | 0 | 0 | 52 | 46 | 50 | 54 | |
| | Sec. | 0 | 0 | 0 | 6 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| MONTSERRAT | Prim. | 0 | 0 | 10 | 10 | 0 | 12 | 8 | 0 | 0 | 12 | 12 | 12 | |
| | Sec. | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | | |
| ST. KITTS & NEVIS | Prim. | 2 | 0 | 20 | 18 | 13 | 20 | 6 | 12 | 17 | 17 | 24 | 27 | 27 |
| | Sec. | 0 | 0 | 0 | 4 | 3 | 4 | 0 | 1 | 2 | 1 | 2 | 3 | 4 |
| ST. LUCIA | Prim. | 29 | 1 | 48 | 76 | 67 | 73 | 10 | 45 | 51 | 25 | 78 | | |
| | Sec. | 0 | 0 | 3 | 7 | 4 | 4 | 0 | 0 | 0 | 2 | 0 | | |
| ST. VINCENT THE GRENADINES | Prim. | 41 | 9 | 21 | 64 | 65 | 24 | 10 | 41 | - | 14 | 63 | 66 | 66 |
| | Sec. | 1 | 0 | - | 16 | 16 | 13 | 0 | 0 | 7 | 0 | 4 | 20 | |

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# OECS EDUCATION INDICATORS

**Legend:** - No data submitted * Not applicable

| COUNTRY | OECS TERTIARY LEVEL INSTITUTIONS | | | | | | | | | | STAFFING | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total Roll | 'A' Levels | Teacher Education | Technical Vocation | Nursing | Agri-culture | Contin. Education | UWI 1st Year | UWI (B. Ed) | Centre of Spec. | Total | Female % |
| ANTIGUA & BARBUDA | 692 | 212 | 45 | 413 | 0 | 0 | | 22 | * | - | 85 | 67 |
| BRITISH VIRGIN ISLANDS | 54 | * | 10 | 0 | 0 | 0 | 44 | * | * | * | - | - |
| DOMINICA | 493 | 276 | 63 | 201 | 41 | 0 | 263 | * | * | * | 56 | 48 |
| GRENADA | 780 | 323 | 89 | 310 | 61 | 15 | 92 | * | * | * | 66 | 36.4 |
| MONTSERRAT | 201 | 40 | 24 | 93 | 12 | 0 | 32 | * | * | * | 13 | 31 |
| ST. KITTS & NEVIS | 1,433 | 133 | 37 | 279 | 54 | 0 | 855 | * | * | * | 40 | 55 |
| ST. LUCIA | 1,455 | 329 | 154 | 319 | 48 | 0 | 547 | 35 | 8 | 15 | 140 | 48 |
| ST. VINCENT & THE GRENADINES | 578 | 212 | 162 | 146 | 58 | 0 | 0 | 0 | * | * | 65 | 47.7 |
| TOTAL | 5,666 | 1,525 | 584 | 1,761 | 274 | 15 | 1,633 | 57 | 8 | 15 | 465 | |

# APPENDIX 3

## REGISTERED LIVE BIRTHS (OECS)*

### 1976 1992

| COUNTRY | 1976 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ANTIGUA/B | 1522 | 1429 | 1342 | 1397 | 1238 | 1117 | 1154 | 1174 | 1126 | 1190 | 1130 | 1104 | 1104 | 1137 | 1288 | 1178 | 1256 | 20886 |
| BVI | 243 | 206 | 203 | 188 | 233 | 226 | 224 | 260 | 217 | 225 | 199 | 261 | 237 | 237 | 288 | 303 | 290 | 4040 |
| DOMINICA | 1758 | 1745 | 1735 | 1521 | 1819 | 1661 | 1753 | 1864 | 1716 | 1621 | 1721 | 1621 | 1731 | 1657 | 1604 | 1712 | 1835 | 29074 |
| GRENADA | 2712 | 2628 | 2521 | 2664 | 2571 | 2422 | 2614 | 2872 | 2823 | 3107 | 3143 | 3102 | 2635 | 2686 | 2550 | 2429 | 2357 | 45836 |
| MONTSERRAT | 206 | 205 | 192 | 238 | 224 | 231 | 260 | 266 | 244 | 237 | 200 | 180 | 181 | 155 | 174 | 213 | 206 | 242004 |
| ST. KITTS/NEVIS | 1320 | 1212 | 1059 | 1211 | 1170 | 1137 | 1307 | 1093 | 1115 | 1026 | 1007 | 947 | 944 | 989 | 966 | 915 | 841 | 18259 |
| ST. LUCIA | 3920 | 4127 | 4029 | 3808 | 3944 | 3860 | 4045 | 4069 | 4159 | 4223 | 4036 | 3916 | 3643 | 3652 | 3582 | 3656 | 3609 | 66278 |
| ST. VINCENT/G | 3786 | 3152 | 3275 | 3409 | 3075 | 3227 | 3352 | 3295 | 2831 | 2910 | 2706 | 2630 | 2537 | 2564 | 2552 | 2591 | 2686 | 50578 |
| TOTAL | 15467 | 14704 | 14356 | 14436 | 14274 | 13881 | 14709 | 14893 | 14231 | 14539 | 14142 | 13761 | 13012 | 13077 | 13004 | 12997 | 13080 | 238563 |

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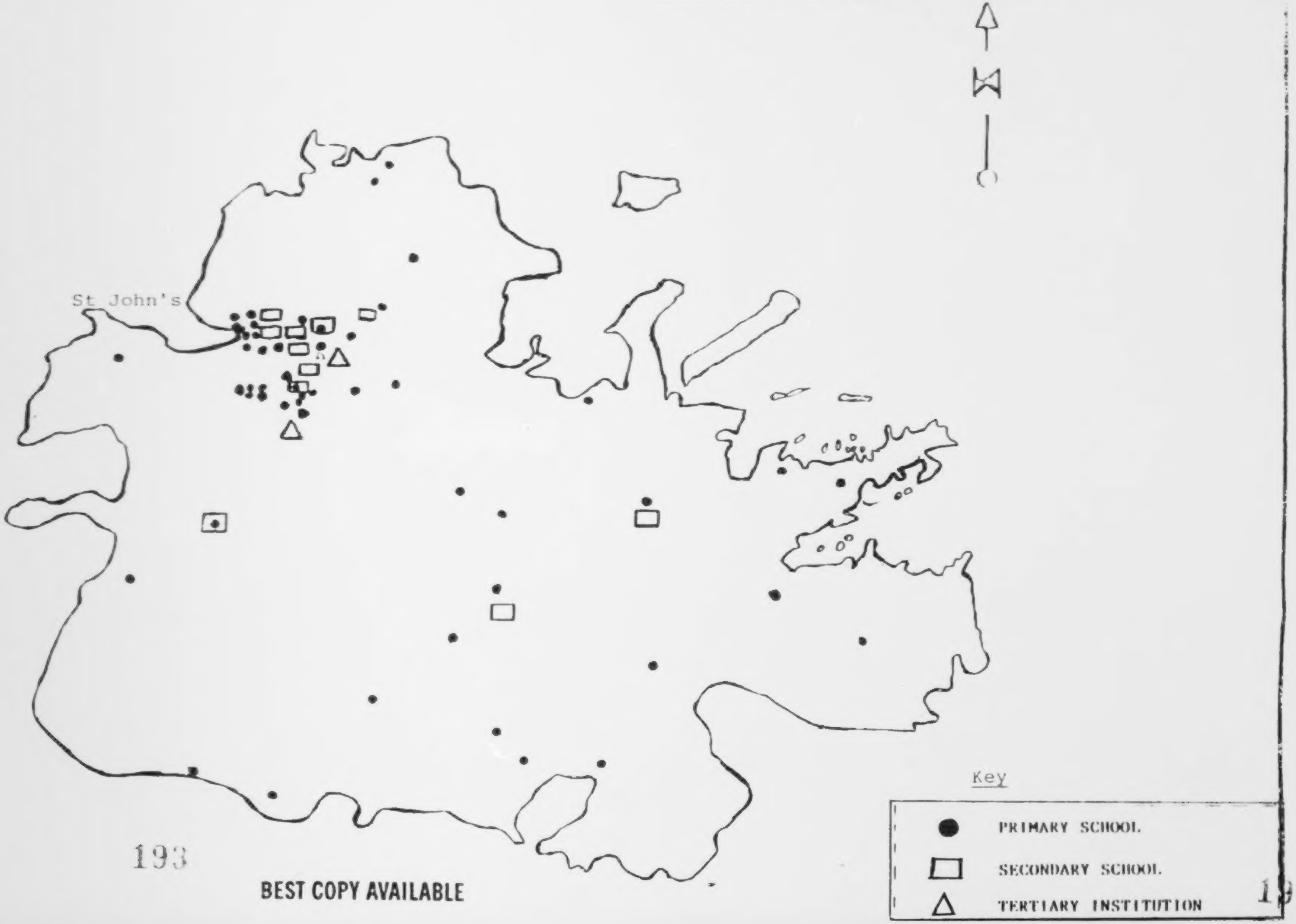
*Whereas there might be doubts about projected demographic trends, information on Live Births present the reality of the situation with respect to the demand for basic education (and further education) for many years into the future.

# APPENDIX 4
# SCHOOL MAPS BY TERRITORY

## ANTIGUA AND BARBUDA
## LOCATION OF EDUCATIONAL INSTITUTIONS


N
St John's
Key
● PRIMARY SCHOOL
☐ SECONDARY SCHOOL
△ TERTIARY INSTITUTION

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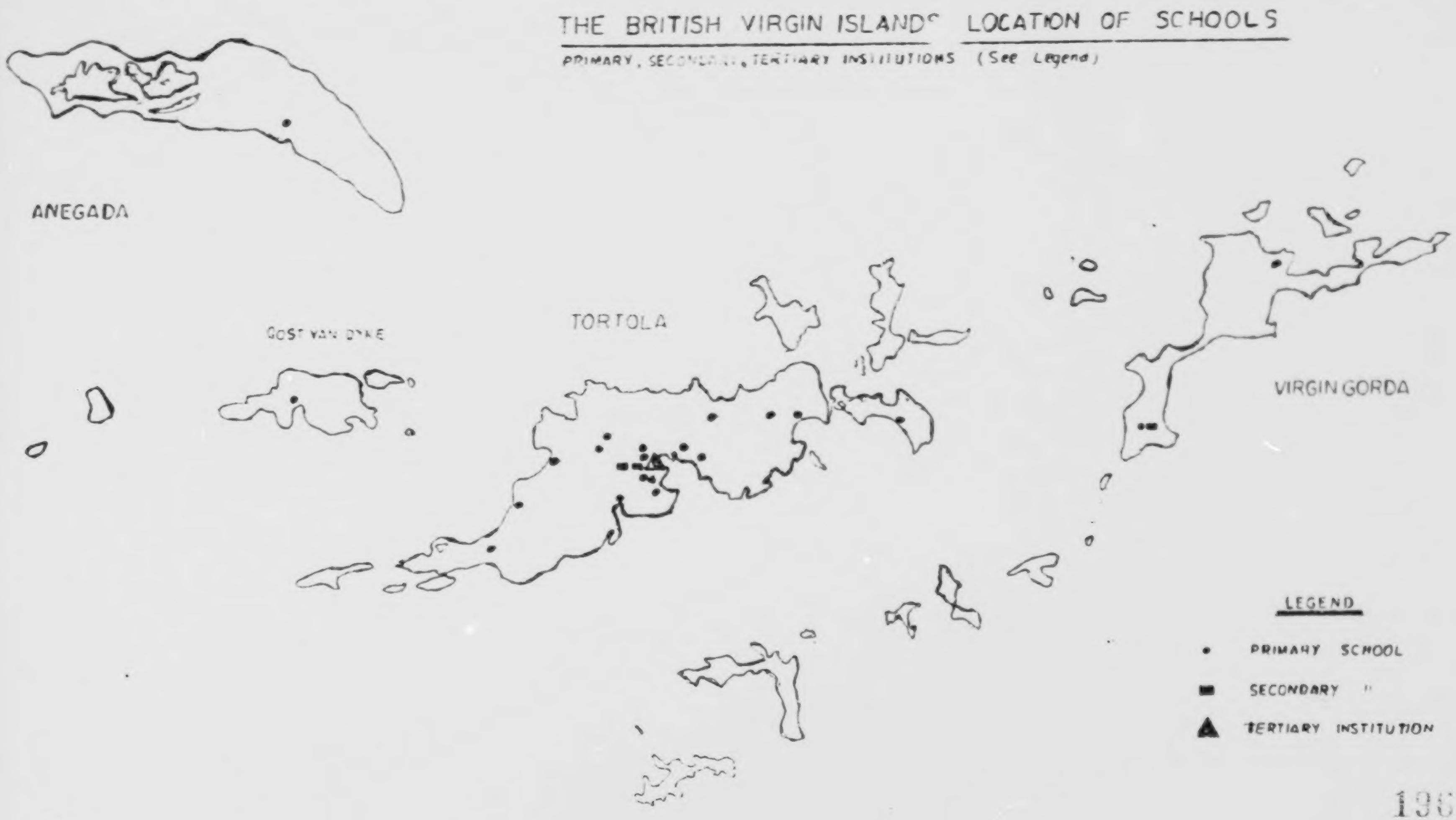
THE BRITISH VIRGIN ISLANDS LOCATION OF SCHOOLS

PRIMARY, SECONDARY, TERTIARY INSTITUTIONS (See Legend)

ANEGADA
JOST VAN DYKE
TORTOLA
VIRGIN GORDA
LEGEND
• PRIMARY SCHOOL
▬ SECONDARY "
▲ TERTIARY INSTITUTION

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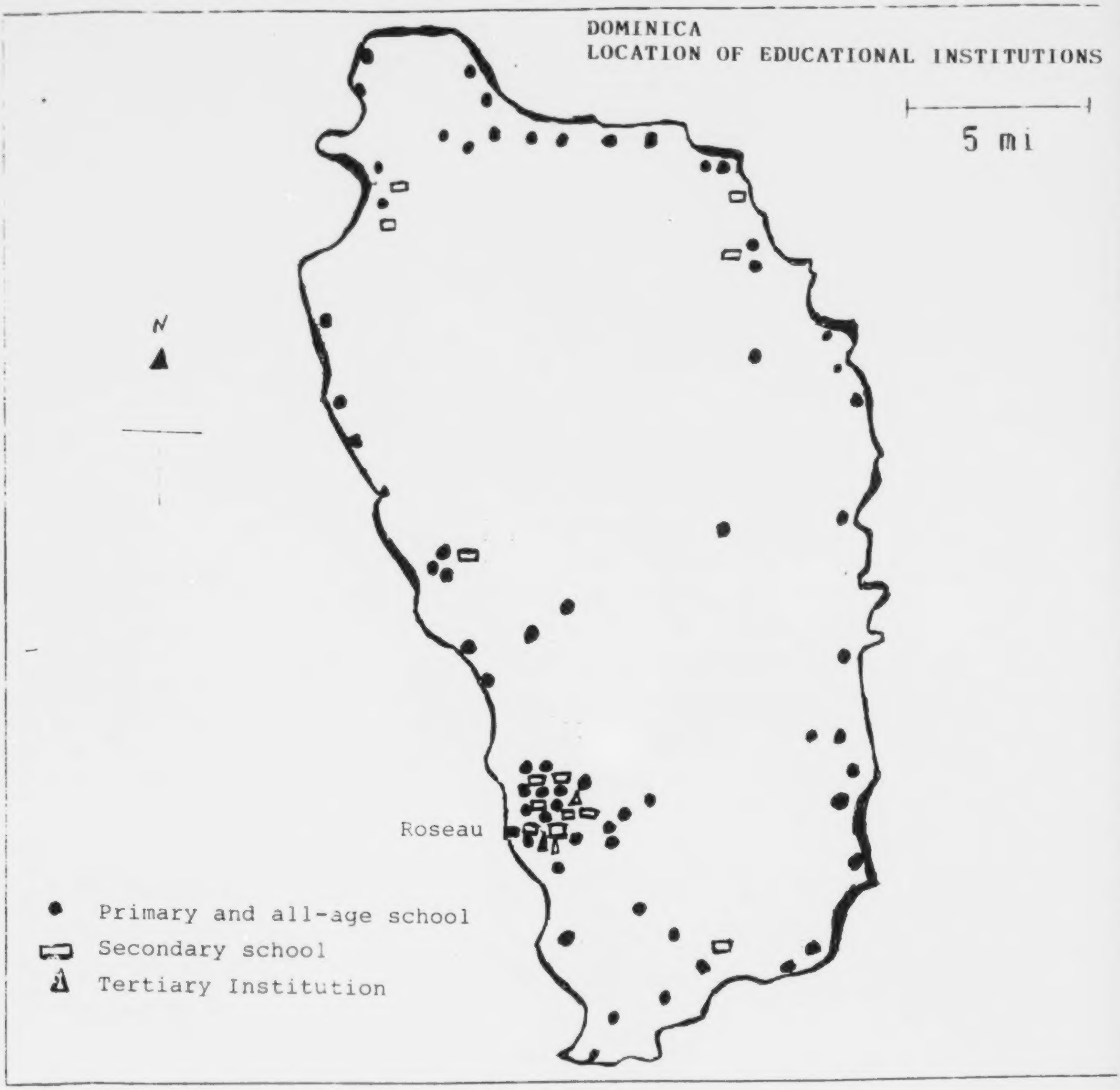
DOMINICA
LOCATION OF EDUCATIONAL INSTITUTIONS
5 mi
N
Roseau
● Primary and all-age school
▭ Secondary school
▲ Tertiary Institution

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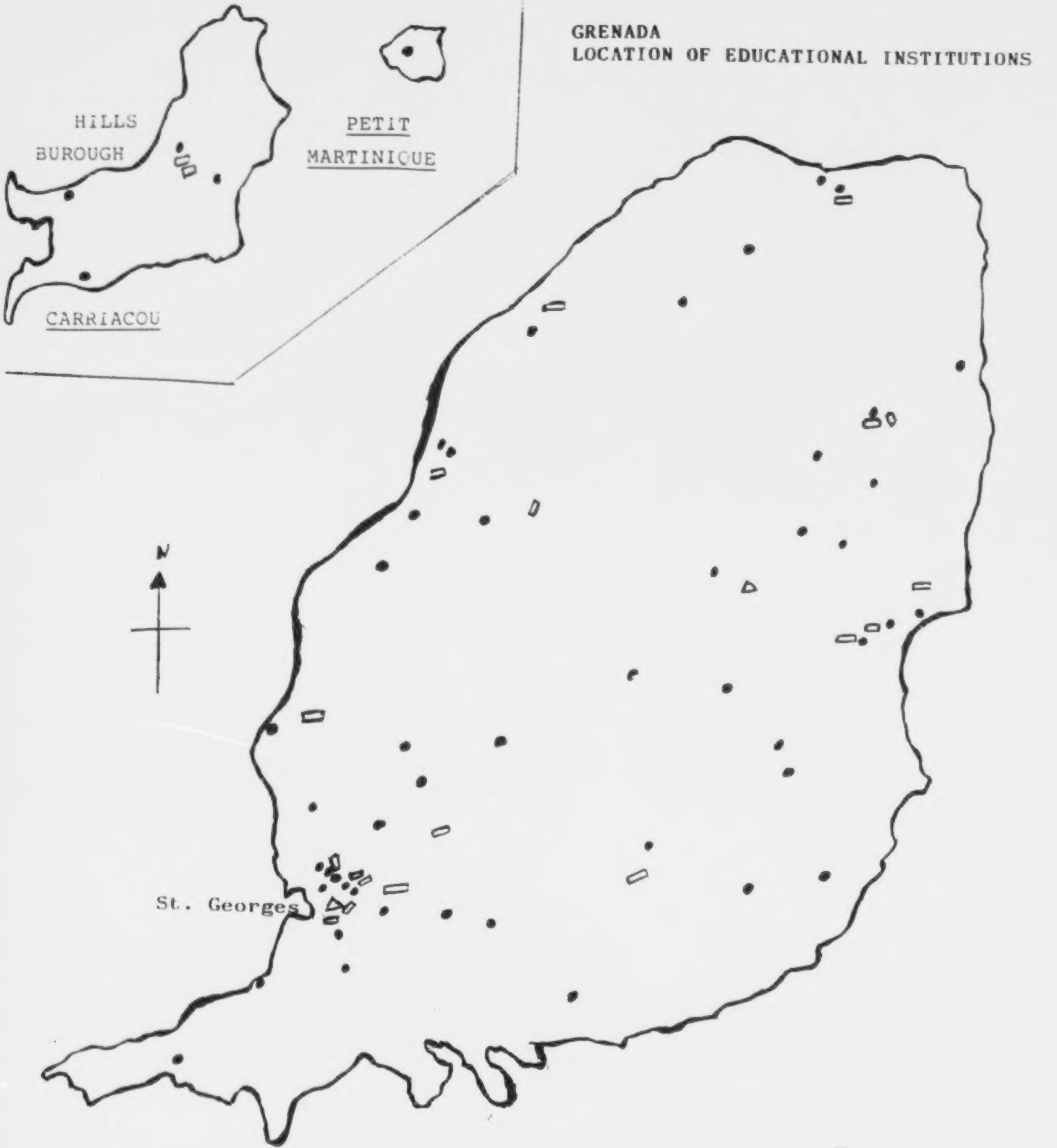
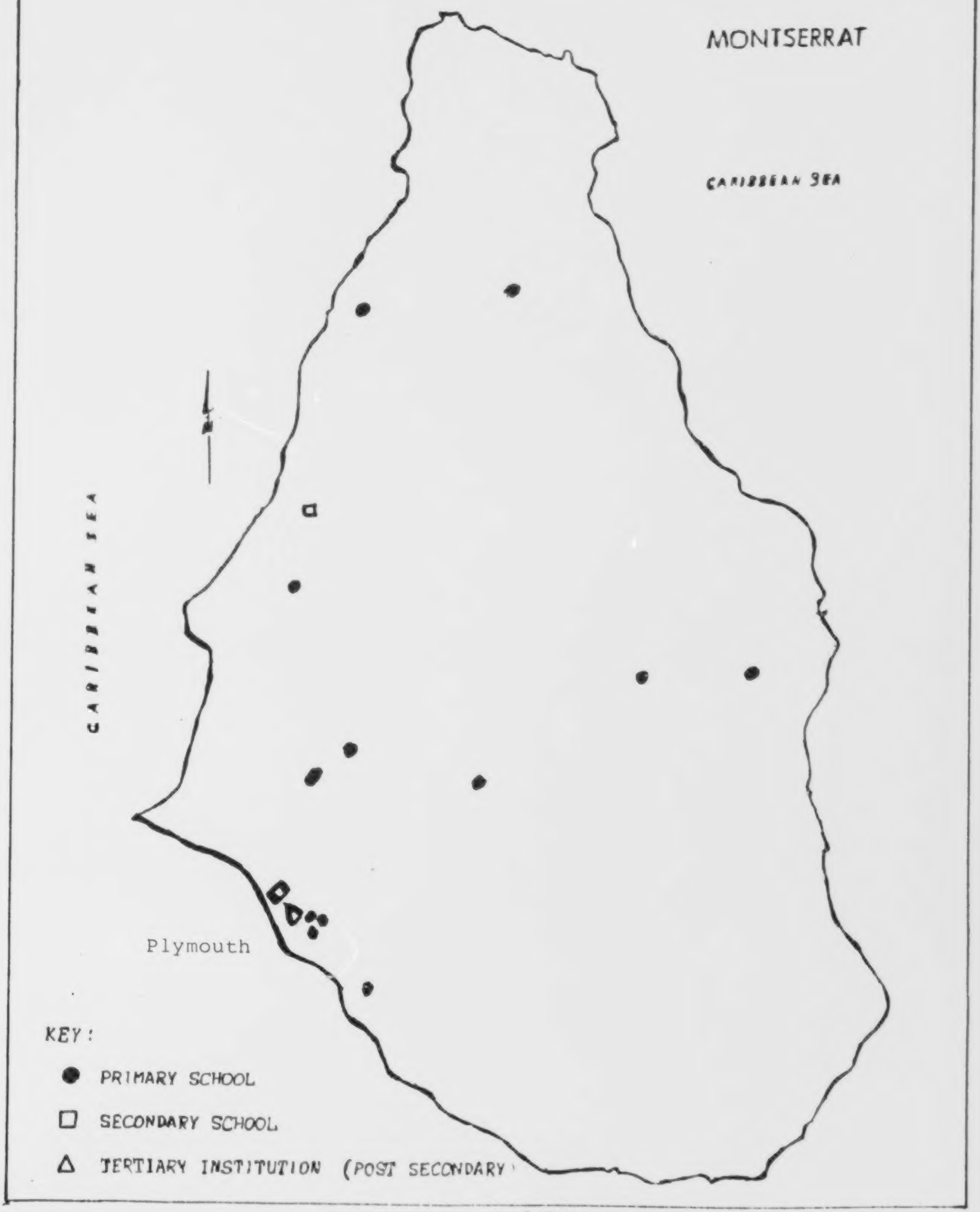
# GRENADA
# LOCATION OF EDUCATIONAL INSTITUTIONS


HILLS
BUROUGH
PETIT
MARTINIQUE
CARRIACOU
N
St. Georges
Key
● Primary School
▭ Secondary School
△ Tertiary Institution

BEST COPY AVAILABLE

## MAP SHOWING LOCATION OF EDUCATIONAL INSTITUTIONS


MONTSERRAT
CARIBBEAN SEA
N
CARIBBEAN SEA
Plymouth
KEY:
● PRIMARY SCHOOL
☐ SECONDARY SCHOOL
△ TERTIARY INSTITUTION (POST SECONDARY)

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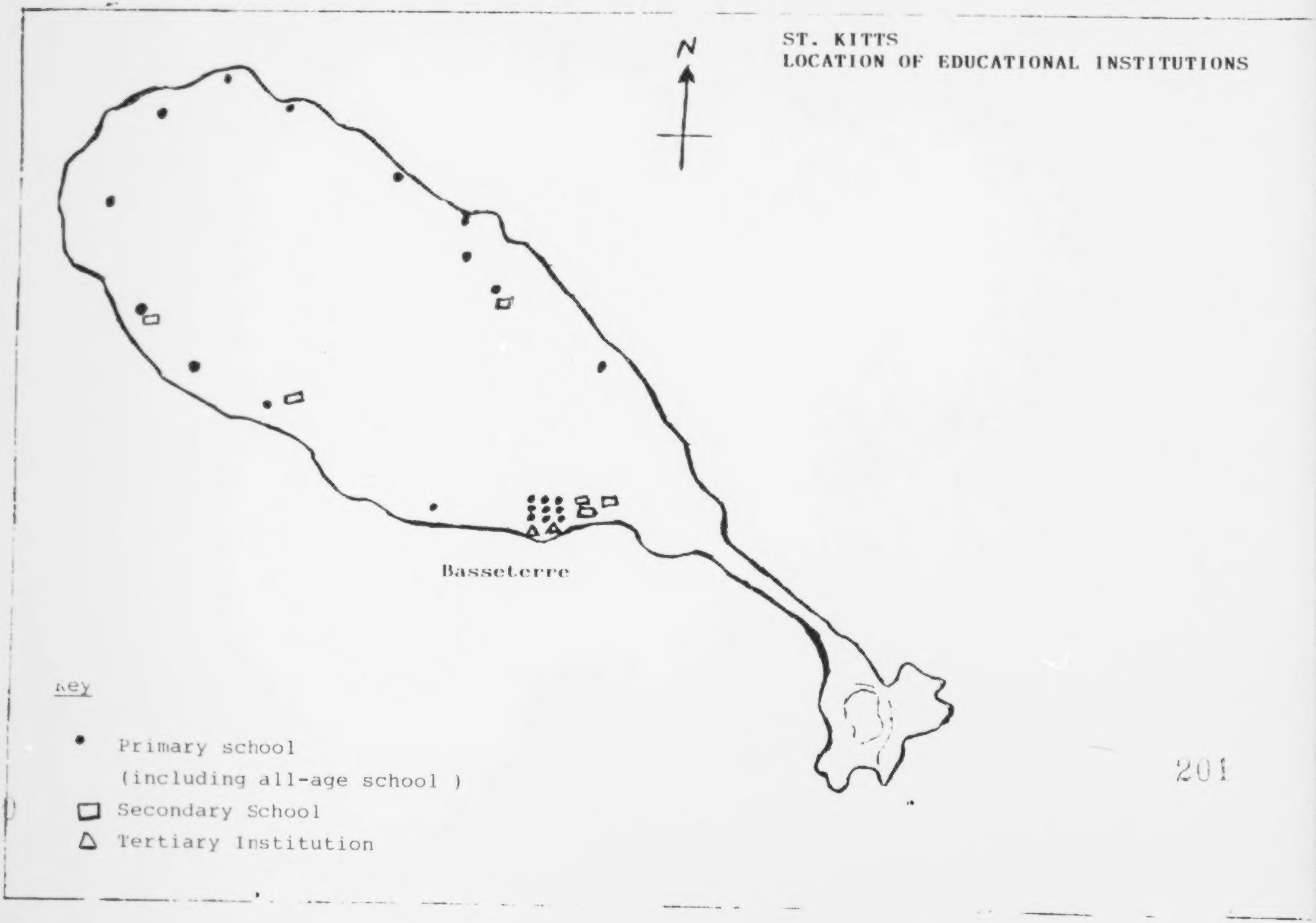
N
Basseterre
Key
● Primary school
(including all-age school )
☐ Secondary School
△ Tertiary Institution

ST. KITTS
LOCATION OF EDUCATIONAL INSTITUTIONS

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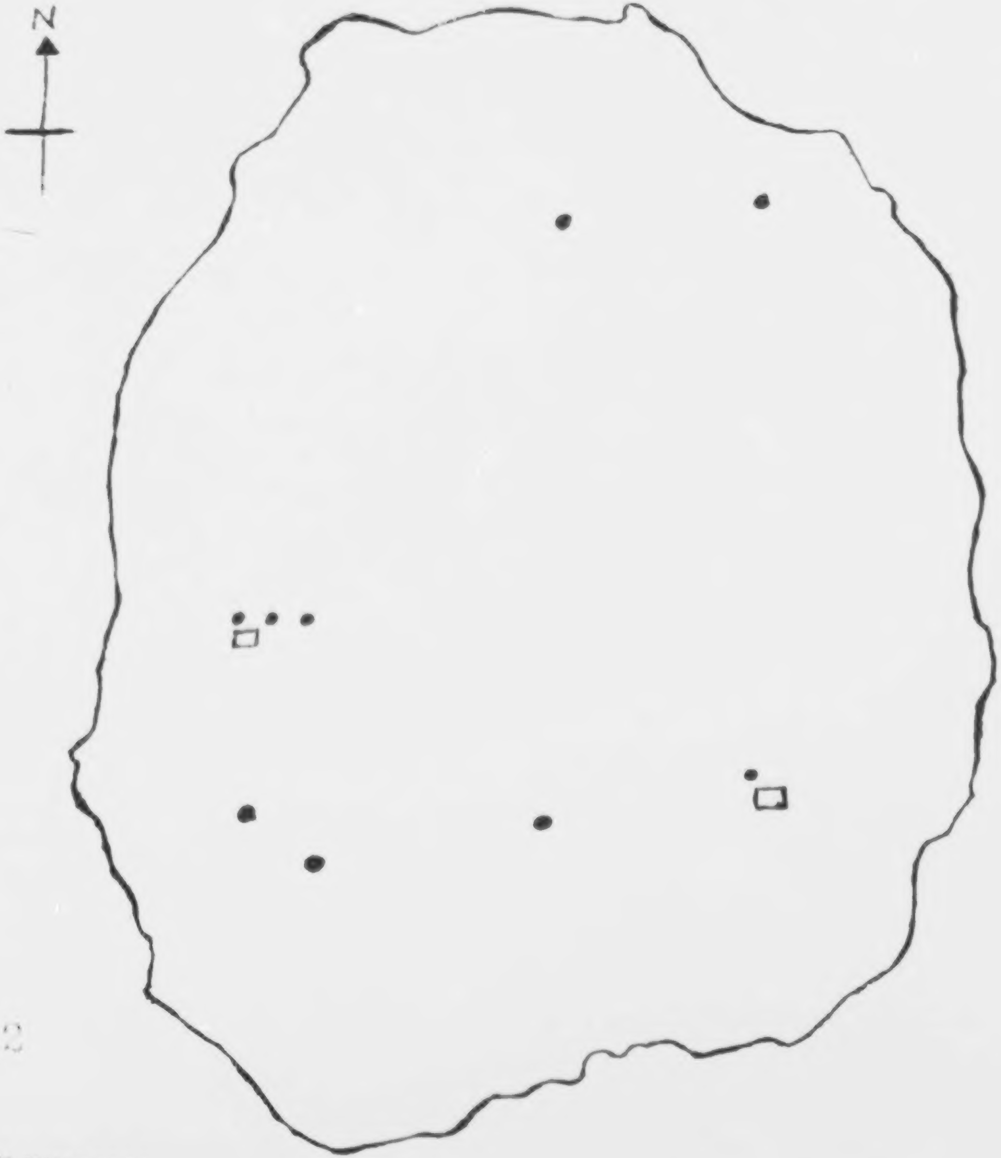
## NEVIS
## LOCATION OF EDUCATIONAL INSTITUTIONS.



Key

● Primary and all age School

▭ Secondary School

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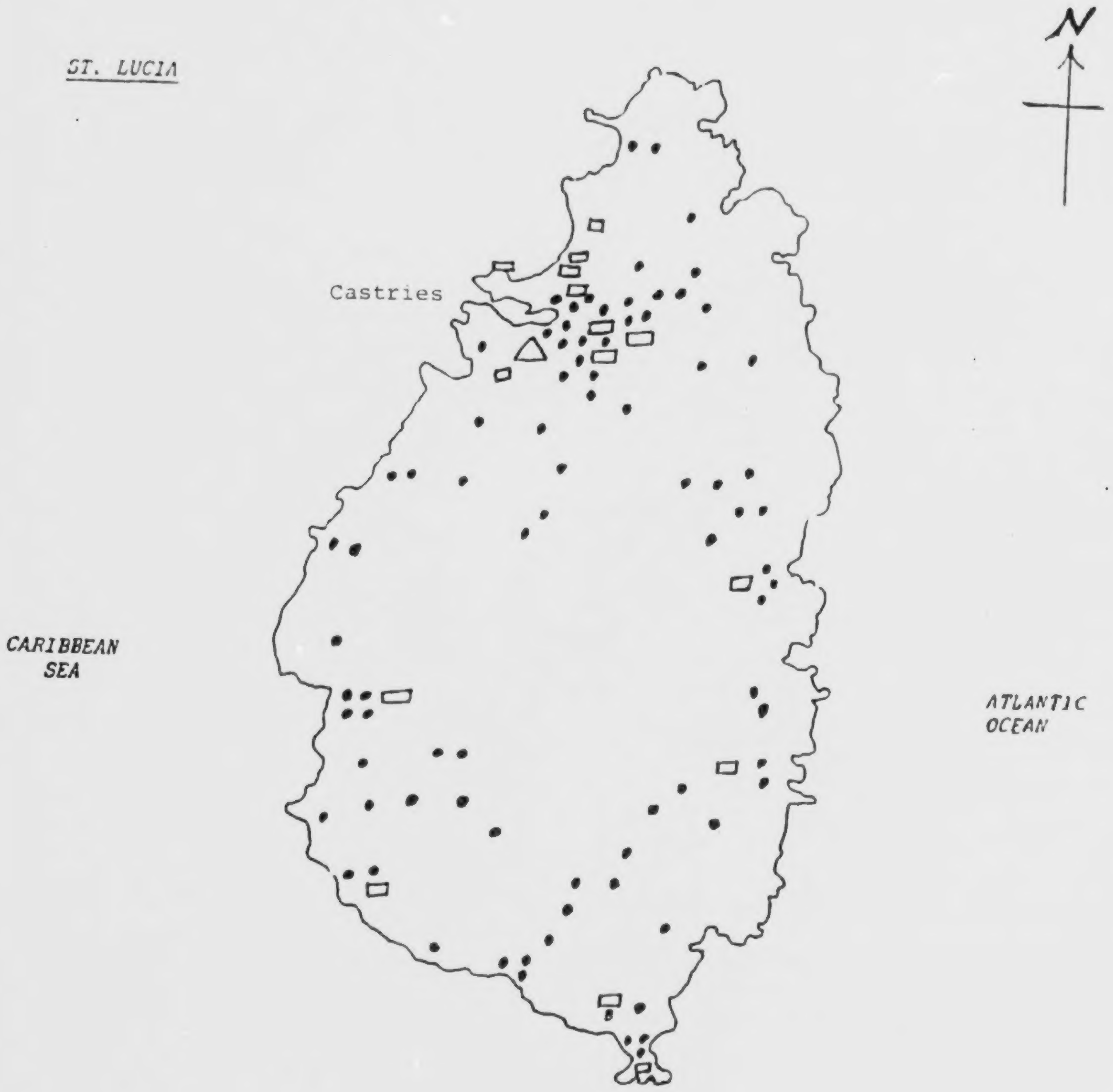
ST. LUCIA
N
Castries
CARIBBEAN SEA
ATLANTIC OCEAN

### KEY TO PUBLIC SCHOOLS
### ST. LUCIA - 1982

PRIMARY SCHOOL ---------------- ●
SECONDARY SCHOOL ------------- ▭
SIR ARTHUR LEWIS
COMMUNITY COLLEGE ------------- △

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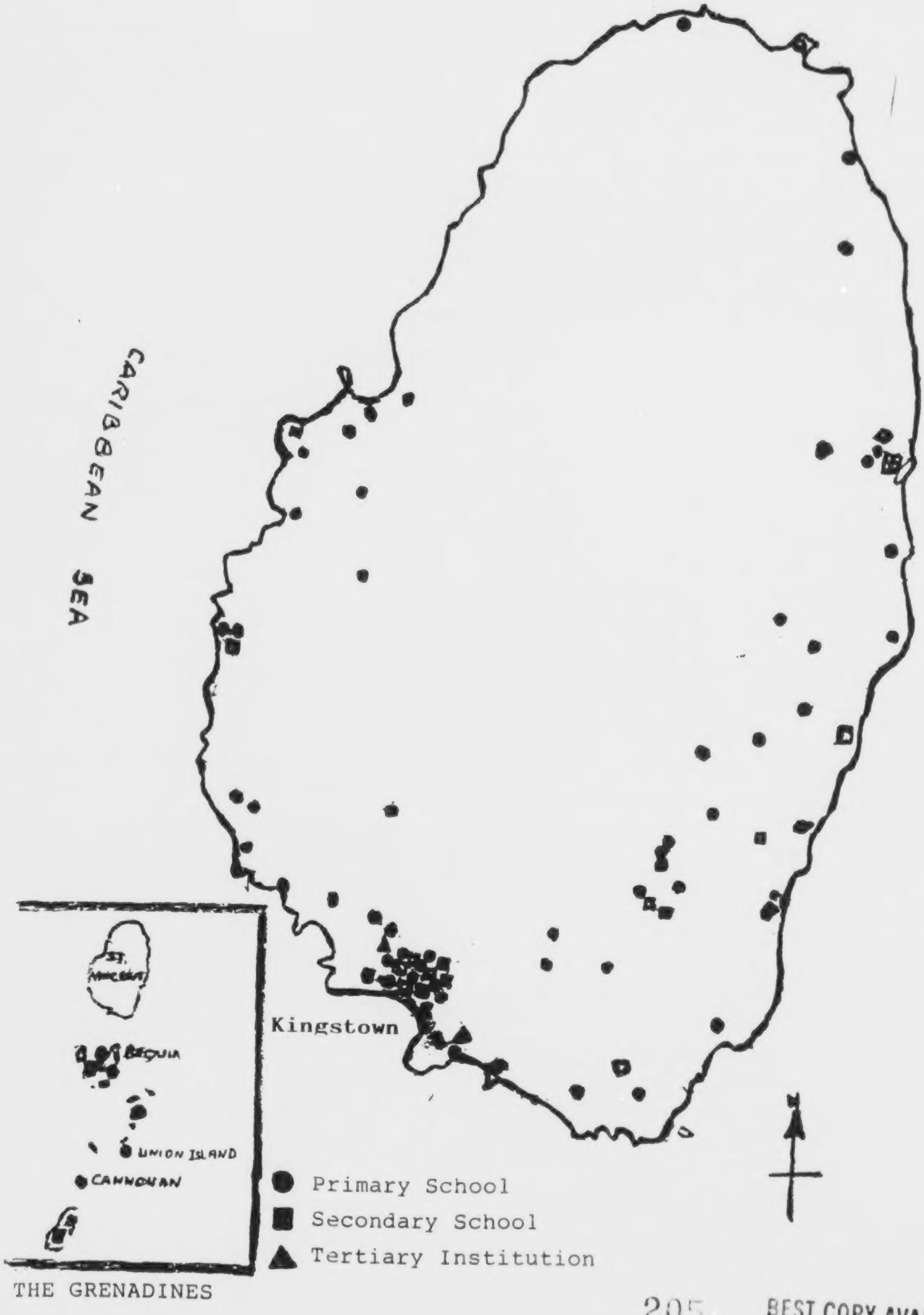
ST. VINCENT AND THE GRENADINES
LOCATION OF EDUCATIONAL INSTITUTION


CARIBBEAN SEA
Kingstown
ST. VINCENT
BEQUIA
UNION ISLAND
CANNOUAN
N
● Primary School
■ Secondary School
▲ Tertiary Institution
THE GRENADINES

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# APPENDIX 5 OECS Education Model (OECSEDMO)

## 1.0 INTRODUCTION

The present version of OECSEDMO is a first effort at constructing a computer model to facilitate planning and decision-making in education in the OECS member states. The purpose of developing a new model is mainly to ensure that due consideration is given to the specific features of the education systems in member states, in particular to the peculiar flow of students within and across the primary and secondary levels.

## 2.0 General description of the model

The model uses Lotus 123 spreadsheet. It consists of five-year projections of student enrolment at primary and secondary levels, and projections of teacher, material and equipment costs over the same period. The five year period can easily be extended to ten or fifteen years if necessary. The model currently deals only with the primary and secondary levels of basic education.

### 2.1 Tables 1, 2, 3, 10, 18

Table 1, 2, 3A, and 10 provide current enrolment data across member states disaggregated by grade level. Since both repetition and dropout rates are generally low in OECS member states a transition rate of 1.0 is used between Grade 1 and Grade 6. This can be changed quite easily if negligible repetition and dropout rates are not assumed. Table 18 deals with transition rates beyond the Grade 6 level. The calculations below assume: (a) a current transition rate of 50% to the secondary level from Grade 7, and projections are made for a 70% rate by 1997/98; (b) 20% transition rate from Grade 8; and (c) a 10% transition rate from Grade 10 (Senior Primary) to Form 3 at the secondary level. Again these specifications can be changed with little difficulty to represent realities in individual member states.

### 2.2 Tables 4, 5, 6, 11, 12, 13, 14

Table 4 shows the current level of trained teachers in the system and projects an increase to 70% by year 6. Table 5 deals, correspondingly with untrained teachers. Tables 6 and 7 show the current salary levels of trained and untrained teachers (based on median salary levels across the OECS) and project these salaries at a rate of 3% per annum. Tables 11, 12, 13 and 14 do the same for the secondary level. Student/teacher ratios based on the recent OERS Education Survey are given as 24.3 and 17.6 for primary and secondary levels respectively.

### 2.3 Tables 8, 15

Tables 8 and 15 show the current per-student costs with respect to school equipment and material and project these amounts over a five year period.

### 2.4 Table 9

Table 9 shows the estimated intake at the Grade one level over the next five years. These figures are based on Live Births statistics from OECS territories discounted for infant and other mortality and net migration. The figures were discounted by 3.5%. (See Table 3B).

### 2.5 Tables 16, 17, 19, 20

Tables 16, 17, 19 and 20 show the projected enrolment and cost figures over a five year period. The total projected enrolment along with total staff requirements for the period 1993-1998 are shown next to table 19.

## 3.0 SUMMARY

The model shows that total enrolment will rise over the next two or three years and then return to the 1992/93 figure by Year 6. It is clear too that most of the increase will be at the secondary level. The overall teacher costs are also expected to increase significantly. It must be noted, however, that the enrolment data used was mainly for public schools. Most territories appear not to have precise data on private school enrolment. More accurate data at both the private and public sectors will be required for a completely reliable picture.

Table 1 SCHOOL ENROLMENT DATA (OECS)

PRIMARY LEVEL (1992/93)

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ANTIGUA/B | 1507 | 1391 | 1346 | 1303 | 1340 | 1217 | 1094 | 619 | 463 | 416 | 10696 |
| BRITISH VIRGIN ISLANDS | 383 | 348 | 331 | 343 | 347 | 390 | 350 | | | | 2492 |
| DOMINICA | 1757 | 1693 | 1788 | 1758 | 1882 | 1674 | 2144 | 753 | 545 | 436 | 14430 |
| GRENADA | 3338 | 3038 | 2921 | 2731 | 2442 | 2487 | 2342 | 1371 | 1321 | 126 | 22117 |
| MONTSERRAT | 223 | 223 | 226 | 266 | 239 | 215 | 161 | | | | 1553 |
| ST. KITTS/NEVIS | 885 | 936 | 913 | 946 | 978 | 871 | 1041 | 48 | | | 6618 |
| ST. LUCIA | 3960 | 3920 | 4026 | 3769 | 3904 | 3899 | 3911 | 2101 | 1896 | 1056 | 32442 |
| ST. VINCENT/ GRENADINES | 3189 | 2869 | 2717 | 2691 | 2674 | 2680 | 2401 | 1824 | 1469 | 1489 | 24203 |
| TOTAL | 15242 | 14418 | 14268 | 13807 | 14008 | 13433 | 13444 | 6716 | 5694 | 3523 | 114561 |

Table 2 SCHOOL ENROLMENT DATA (OECS)

SECONDARY LEVEL (1992/93)

| | Form 1 | Form 2 | Form 3 | Form 4 | Form 5 | TOTAL |
|---|---|---|---|---|---|---|
| ANTIGUA/B | 936 | 785 | 1055 | 832 | 625 | 4235 |
| BRITISH VIRGIN ISLANDS | 289 | 325 | 247 | 237 | 149 | 1247 |
| DOMINICA | 869 | 1007 | 984 | 880 | 693 | 4433 |
| GRENADA | 1464 | 1444 | 1447 | 1339 | 1384 | 7078 |
| MONTSERRAT | 199 | 165 | 132 | 153 | 134 | 783 |
| ST. KITTS NEVIS | 997 | 961 | 899 | 837 | 570 | 4264 |
| ST. LUCIA | 2220 | 2137 | 2088 | 1871 | 1550 | 9866 |
| ST. VINCENT/ GRENADINES | 1486 | 1650 | 1433 | 1263 | 1219 | 7071 |
| TOTAL | 8482 | 8474 | 8285 | 7432 | 6324 | 35977 |

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## OECS EDUCATION MODEL

Country: OECS

George Forde, 1993

**Table 3A** PRIMARY LEVEL (Current Enrolment)

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 15101 | 14425 | 14395 | 13897 | 14119 | 13644 | 13807 | 6489 | 6505 | 3436 | 114816 |
| Transition Rate | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | | | | |

**Table 3B** LIVE BIRTHS

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| | 13012 | 15077 | 13004 | 12997 | 13080 |
| Survival Rate | 0.985 | 0.985 | 0.985 | 0.985 | 0.985 |

STUDENT/TEACHER RATIO

| |
|---|
| 24.30 |

**Table 4** % TRAINED TEACHERS

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| 0.52 | 0.52 | 0.55 | 0.60 | 0.65 | 0.70 |

**Table 5** % UNTRAINED TEACHERS

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| 0.48 | 0.48 | 0.45 | 0.40 | 0.35 | 0.30 |

**Table 6** SALARY (UNTRAINED TEACHERS)

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| 15500 | 1.03 | 1.03 | 1.03 | 1.03 | 1.03 |
| | 15965.00 | 16443.95 | 16937.27 | 17445.39 | 17968.75 |

**Table 7** SALARY (TRAINED TEACHERS)

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| 24000 | 1.03 | 1.03 | 1.03 | 1.03 | 1.03 |
| | 24720.00 | 25461.60 | 26225.45 | 27012.21 | 27822.58 |

**Table 8** EQUIPMENT/MATERIAL (PER STUDENT COST)

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| 10 | 15 | 20 | 25 | 25 | 25 |

**Table 9** NEW INTAKE GRADE ONE

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|
| 12557 | 12619 | 12549 | 12542 | 12622 |

**Table 10** SECONDARY LEVEL (Current Enrolment)

| | Form 1 | Form 2 | Form 3 | Form 4 | Form 5 | TOTAL |
|---|---|---|---|---|---|---|
| | 8326 | 8571 | 8058 | 7503 | 6660 | 39118 |
| Transition Rate | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |

**Table 11** STUDENT/TEACHER RATIO

| |
|---|
| 17.60 |

% GRADUATE TEACHERS

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| 0.39 | 0.40 | 0.45 | 0.50 | 0.50 | 0.50 |

**Table 12** % NON GRADUATE TEACHERS

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| 0.61 | 0.60 | 0.55 | 0.50 | 0.50 | 0.50 |

**Table 13** GRADUATE TEACHERS SALARY

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| 34000 | 1.03 | 1.03 | 1.03 | 1.03 | 1.03 |
| | 35020.00 | 36070.60 | 37152.72 | 38267.30 | 39415.32 |

**Table 14** NON GRAUDATE TEACHERS SALARY

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| 24000.00 | 1.03 | 1.03 | 1.03 | 1.03 | 1.03 |
| | 24720.00 | 25461.60 | 26225.45 | 27012.21 | 27822.58 |

**Table 15A** EQUIPMENT/MATERIAL PER STUDENT COST

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| 14 | 20 | 25 | 30 | 30 | 30 |

**Table 15B** TERTIARY LEVEL PROVISION (STUDENTS WITH 4 SUBJECTS)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| Percent of Form 5 batch | 0.23 | 0.24 | 0.25 | 0.30 | 0.35 | 0.35 |

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Table 16A PRIMARY ENROLMENT PROJECTIONS

| YEAR | G1 | G2 | G3 | G4 | G5 | G6 | G7 | G8 | G9 | G10 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1992/93 | 15101 | 14425 | 14395 | 13897 | 14119 | 13644 | 13807 | 6489 | 5503 | 3436 | 114816 |
| 93/94 | 12557 | 15101 | 14425 | 14395 | 13897 | 14119 | 13644 | 6904 | 5126 | 5228 | 115395 |
| 94/95 | 12619 | 12557 | 15101 | 14425 | 14395 | 13897 | 14119 | 6140 | 5454 | 4870 | 113576 |
| 95/96 | 12549 | 12619 | 12557 | 15101 | 14425 | 14395 | 13897 | 5648 | 4850 | 5181 | 111222 |
| 96/97 | 12542 | 12549 | 12619 | 12557 | 15101 | 14425 | 14395 | 4864 | 4462 | 5365 | 108879 |
| 97/98 | 12622 | 12542 | 12549 | 12619 | 12557 | 15101 | 14425 | 4319 | 3843 | 4239 | 104815 |

Table 16B

TERTIARY LEVER PROVISION (4+ SUBJECTS)

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| 1532 | 1801 | 2015 | 2674 | 3097 | 3041 |

Table 17 PRIMARY LEVEL

Teacher/Equipment Costs/Annum

| YEAR | Total Teachers required | No of Trained Teachers | Cost | No of Untrained Teachers | Cost | Total Teacher Cost EC$ | Equipment Cost |
|---|---|---|---|---|---|---|---|
| 1992/93 | 4725 | 2457 | 58967230 | 2268 | 35153541 | 94120770 | 1148160 |
| 93/94 | 4749 | 2469 | 61042657 | 2279 | 36390815 | 97433472 | 1730929 |
| 94/95 | 4674 | 2571 | 65453123 | 2103 | 34586025 | 100039149 | 2271529 |
| 95/96 | 4577 | 2748 | 72020820 | 1802 | 27132844 | 99153663 | 2780547 |
| 96/97 | 4481 | 2912 | 78670126 | 1568 | 27359041 | 106029167 | 2721966 |
| 97/98 | 4313 | 3019 | 84006113 | 1294 | 23251692 | 107257805 | 2820385 |

Table 18 TRANSITION/PROMOTION/DROPOUT RATES

| YEAR | FROM GRADE 7 |  |  | FROM GRADE 8 |  |  | FROM GRADE 9 |  |  | FROM GRADE 10 |
|---|---|---|---|---|---|---|---|---|---|---|
|  | Dropout Rate | Prom Rate To Sec. | Transition Rate (Primary) | Dropout Rate | Promotion Rate To Sec. | Transition Rate (Primary) | Dropout Rate | Prom Rate To Sec. | Transition Rate (Primary) | Prom Rate To Sec. |
| 1993/94 | 0.00 | 0.50 | 0.50 | 0.01 | 0.20 | 0.79 | 0.05 | 0.00 | 0.95 | 0.10 |
| 94/95 | 0.00 | 0.55 | 0.45 | 0.01 | 0.20 | 0.79 | 0.05 | 0.00 | 0.95 | 0.10 |
| 95/96 | 0.00 | 0.60 | 0.40 | 0.01 | 0.20 | 0.79 | 0.05 | 0.00 | 0.95 | 0.10 |
| 96/97 | 0.00 | 0.65 | 0.35 | 0.01 | 0.20 | 0.79 | 0.05 | 0.00 | 0.95 | 0.10 |
| 97/98 | 0.00 | 0.70 | 0.30 | 0.01 | 0.20 | 0.79 | 0.05 | 0.00 | 0.95 | 0.10 |

Table 19 SECONDARY LEVEL

ENROLMENT PROJECTIONS

| YEAR | Form 1 | Form 2 | Form 3 | Form 4 | Form 5 | TOTAL |
|---|---|---|---|---|---|---|
| 1992/93 | 8328 | 8571 | 8058 | 7503 | 6660 | 39118 |
| 93/94 | 8201 | 8326 | 8915 | 8058 | 7503 | 39118 |
| 94/95 | 8885 | 8201 | 8849 | 8915 | 8058 | 42908 |
| 95/96 | 8471 | 8885 | 8688 | 8849 | 8915 | 43808 |
| 96/97 | 10163 | 8471 | 9403 | 8688 | 8849 | 45574 |
| 97/98 | 11049 | 10163 | 9008 | 9403 | 8688 | 48311 |

Table 20A

PRIMARY & SECONDARY

| TOTAL ROLL | TOTAL STAFF |
|---|---|
| 153934 | 6948 |
| 154513 | 6971 |
| 156484 | 7112 |
| 155030 | 7066 |
| 154453 | 7070 |
| 153126 | 7058 |

SECONDARY LEVEL

Table 20B Teacher/Equipment Costs per annum

| YEAR | Total Teachers required | No of Non Graduates | Cost | No of Graduates | Cost | Total Teacher Cost EC$ | Equipment Cost |
|---|---|---|---|---|---|---|---|
| 1992/93 | 2223 | 1356 | 32539064 | 867 | 29471857 | 62010920 | 547652 |
| 93/94 | 2223 | 1334 | 32965805 | 889 | 31134372 | 64100177 | 782380 |
| 94/95 | 2438 | 1341 | 34140493 | 1097 | 39571935 | 73712427 | 1072890 |
| 95/96 | 2489 | 1245 | 32638751 | 1245 | 46238230 | 78876980 | 1314240 |
| 96/97 | 2589 | 1295 | 34973188 | 1295 | 49545349 | 84518537 | 1367222 |
| 97/98 | 2745 | 1372 | 38185768 | 1372 | 54096505 | 92282273 | 1449533 |

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